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How to present to normal school students
resources of and the development of a state
using New Hampshire as a type study

FRANKLIN CAMPBELL ROBERTS

Ed.
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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

HOW TO PRESENT TO NORMAL SCHOOL STUDENTS THE RESOURCES OF
AND THE DEVELOPMENT OF A STATE USING NEW HAMPSHIRE AS A
TYPE STUDY.

Submitted by

Franklin Campbell Roberts

(B.S. in Ed., Boston University, 1927.)

In partial fulfilment of requirements for the degree in
Master in Education.

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OUTLINE AND TABLE OF CONTENTS.

HOW TO PRESENT TO NORMAL SCHOOL STUDENTS THE RESOURCES OF AND THE
DEVELOPMENT OF A STATE USING NEW HAMPSHIRE AS A TYPE STUDY.

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<u>I. The purpose of the course.</u> - - - - -	1 - 16
A. The professional aim - - - - -	1 - 13
1. To provide future teachers with definite and accurate information concerning the State of New Hampshire.	
2. To determine the proper techniques to use in the development of the course.	
a. What various devices may be used in the different techniques. (The technique used to the greatest extent will be be that of the problem; but there will be occasions to use the appre- ciation technique. These two constitute the major techniques of the course. However, attention will be given to the general techniques as motivation, socialization, etc; to the minor tech- niques as assignments, questioning, etc; and to any special techniques that may be applicable.)	
3. To organize the subject matter in the terms of the learning processes	
a. Organization in terms of the child.	
B. The Social aims. - - - - -	13 - 16
1. To promote proper ideals, attitudes, and behaviour tendencies in good citizenship through a knowledge of the history, resources, contributions, etc of the State of New Hampshire.	
2. To develop ethical character through the careful selection of content and methods of instruction.	
3. To present to the pupils some idea of the vocational opportuni-	



ities in the state.

4. To acquaint the pupils with the accomplishment of the state in the fields of literature, art, music, science, etc as well as its possibilities for recreation, etc, so that a more worthy use of leisure may be achieved.

II. The background and tendencies in American history that have lead up to the offering of this course. 16-22

A. Is the result of several tendencies in American life 16-18

1. The states right issue vs the idea of centralization in a Federal government 1776-1860.

2. The tendency toward allowing the Federal government to develop into a strong centralized government taking over many of the state functions, 1860-1920.

3. The re-action against the absorption of state functions by the central government, 1920--

- a. Since the Civil War days had thought of the United States as a whole to such an extent that the importance of the state had been lost sight of.

B. The necessity for more knowledge of the state of New Hampshire. . . 18-22

1. Census figures show that 77% of the people live in the state in which they were born. (Of course this does not mean that they may not have lived outside their native state for some time during their life.)

2. People in one section of the state know little concerning another section. (for example Manchester dominates, if it so desires the activities of the State Legislature)

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3. The industrial conditions of the state are such as to demand intelligent consideration as to how they may be maintained.

a. The decline of the textile and the paper industries (to mention only two) is a very serious problem.

4. The decline of agriculture is such as to demand serious consideration.

5. Need for intelligent understanding ^{of} ~~for~~ the ~~for~~ problems facing the state of New Hampshire as the 48 hour law, the development of the water power resources of the state, conservation, etc.

6. To develop an intelligent appreciation of New Hampshire--its resources, industries, people, and its contributions to the arts, the sciences, and to literature.

7. Need for intelligent planning for the future of the state of New Hampshire.

C. Largely with a view of creating faith in New Hampshire the State Board of Education has decided that this course shall be given. 22
(Outside of the barest sketchy statement the development of this course has been left to me)

III. The nature of the course. 22-23.

A. Built around the core of "Have faith in New Hampshire." 22

B. Deals with the geography, with the history, and with the contributions of New Hampshire to the welfare and development of the nation, through the work of its sons and daughters to literature, art, music, industry, education, commerce, government and human welfare. 23

(Thus is largely geography and history. How far can these be correlated and combined?)

IV. The method of developing this course with normal school students. 23-31

A. Two possible procedures. 23-25.

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1. For me to formulate the course and impose from above
2. To realize that the students are future teachers and as such they must think educationally---thus the development of this course becomes a cooperative enterprise

a. The hope of real effective curriculum construction lies in the getting of the class-room teachers to participate in and cooperate in the construction of the courses.

B. The second procedure chosen _ _ _ _ _ 25

C. The first step---to work out ϕ / with the normal school students an understanding of the proper major techniques to use _ _ _ _ 25-28

1. The problem technique to dominate
2. The appreciation technique to be used somewhat
3. There is little opportunity for the project technique---many of the so-called projects are only purposeful activities that are well motivated.

4. Fundamental that the students understand the nature of 1-2-3, and that they use the proper techniques.

a. Courses in geography, history, etc are still being taught by the drill technique, which is the wrong one.

D. Second step--to determine what the teachers' aims shall be _ _ _ 28-29

1. Worked out cooperatively
2. They are
 - a. To recognize the social aims of the course
 - b. To use the proper techniques
 - c. To develop the spirit of investigation
 - d. To develop the spirit of appreciation
 - e. To make proper correlations.

3. Are these aims such as can be realized?

E. Third step--To determine what the pupils should be in possess-

My dear Mr. [Name],

I have just received your letter of the 10th inst.

and am glad to hear that you are well.

I am writing you a few lines to let you know

that I have received your letter of the 10th inst.

and am glad to hear that you are well.

I am writing you a few lines to let you know

that I have received your letter of the 10th inst.

and am glad to hear that you are well.

I am writing you a few lines to let you know

that I have received your letter of the 10th inst.

ion of when this course shall have been taught in the public schools_ _ _ _ _ 29-31

1. So far as the geographical aspects were concerned, they appear to be

a. To know what the industries of New Hampshire are and where they are located

b. To know what factors caused the industries to locate in the state

c. To know what the natural resources of the state contribute to the various industries

d. To know where the raw materials for the various industries are obtained

e. To know something about the processes of manufacture and production

f. To appreciate the amount of skill required by the workmen in carrying on the industries

g. To know where and how the products of New Hampshire's industries are disposed of

h. To know and appreciate the significance of the problems facing New Hampshire's industries.

i. To be able to recognize and appreciate the influence of geography in the economic, social, and political life of New Hampshire

2. So far as the historical aspects are concerned they appear to be

a. To know what the influences were that caused the state to be settled

b. To know about the activities engaged in by the settlers as part of the act of settling and in gaining a livelihood.

c. To know about the various social and political philoso-

phies and institutions that have prevailed from the time of settlement down to the present time (Educational, religious, political, social, etc.)

d. To know about the lives and acts of the outstanding historical characters from the days of settlement down to the present time

e. To know what New Hampshire has contributed in various lines to the development of the nation

f. To appreciate the significance of the historical aspects of present day problems facing the state

3. So far as the aspects of New Hampshire's contributions to literature, music, art, science, human welfare, etc are concerned they appear to be

a. To know what the contributions are and something concerning the nature of them

b. To know who the persons were and are that have made the contributions, and the conditions under which they worked

c. Can New Hampshire continue these contributions? How so?

V. Sources of materials for the development of the course - - - - - 31-43

A. Sources of geographical materials and information lacking--

the few that do exist are short, fragmentary and not detailed. - - - 31-40

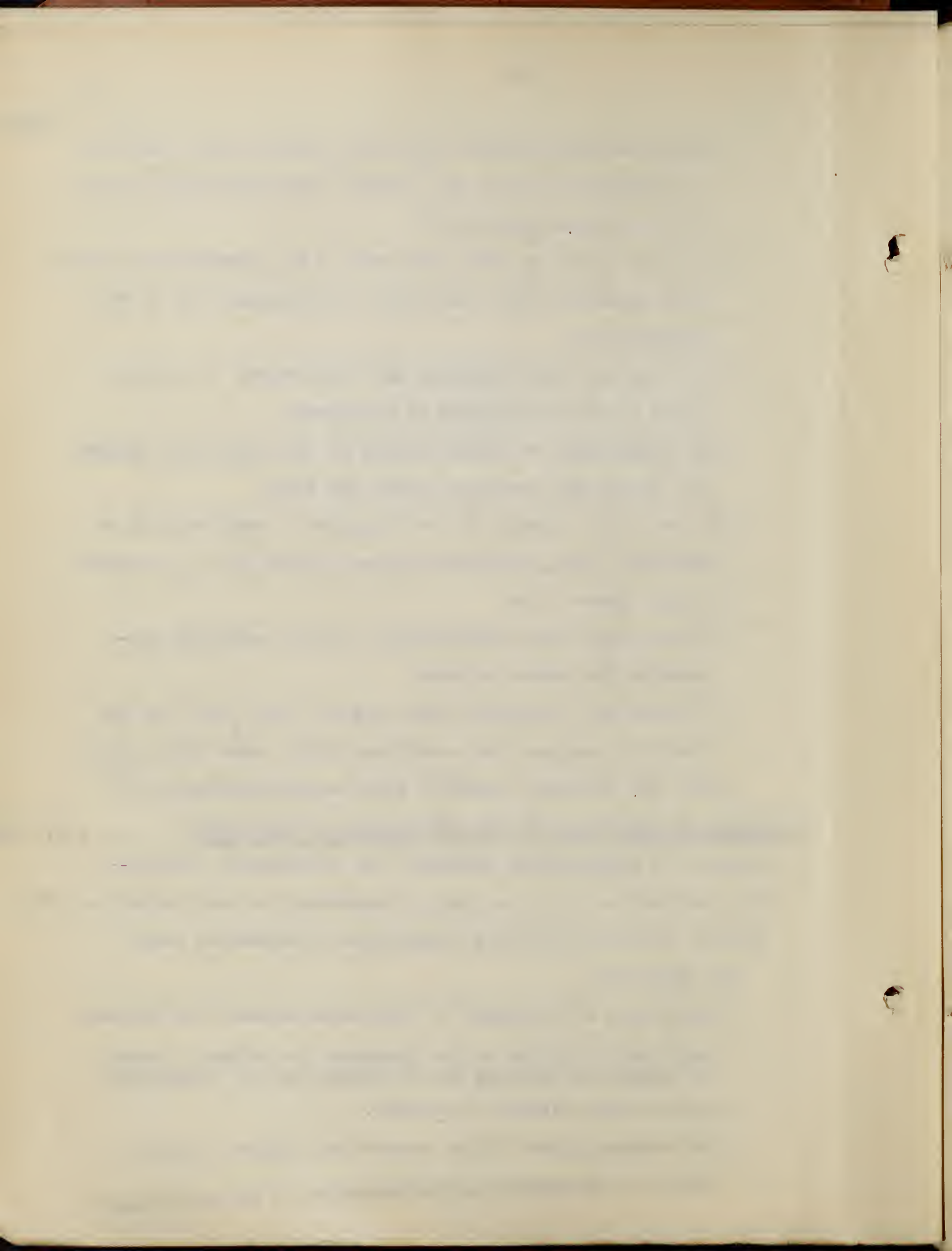
1. List of books containing geographical information about New Hampshire:

a. Essentials of Geography by Brigham & McFarlane--New England

Supplement--Article on New Hampshire by Wallace E. Mason (13 pages) very general in its nature, and the statistics have not been revised thoroughly.

b. New Geography, Book II, by Atwood--New England Edition--

author of the article on New Hampshire in the Supplement



not stated--¹~~2~~pages--very general in its nature--no statistics.

c. New Geography, Second Book, by Tarr & McMurry--New England Supplement by Philip Emerson--4 pages--statistics of population only, and these are based on the 1910 Census, although the copyright date is 1920--general in its nature.

d. Other books: Human Geography by J. Russell Smith; Advanced Geography by McMurry-Parkins; Advanced Geography by Dodge and such geographical readers as Carpenter's, Allen's, etc touch upon New Hampshire briefly in their treatment of New England. The statement in the main are general.

2. Since few books are available that contain geographical information, other methods must be used to obtain it, as

a. Using bulletins, maps and other literature published by the (1) State University, (2) State Dept. of Education, (3) State Highway Dept., (4) State Board of Agriculture, (5) State Dept. of Forestry, (6) State Board for Public Utilities, (7) State Publicity Board, (8) State Library, (9) State Historical Society, etc.

b. Bulletins, pamphlets, circulars, and letters (in answer to direct inquiries) from the Chambers of Commerce and Boards of Trade of the cities and towns of New Hampshire.

c. Trade catalogs, advertising circulars, illustrated pamphlets, etc issued by the manufacturing concerns, the financial institutions, the hotels, etc of New Hampshire.

d. The Compendium for New Hampshire based on the 1920 Census is a storehouse of statistical information.

1. The problem of "making figures talk".

3. To further supplement the materials thus obtained each student

is to make a study of her home town from the geographical and historical viewpoint.

4. Occasional talks by citizens on some subject emphasizing the entire field covered by this course

B. Sources of historical information are more abundant ----- 40-43.

1. List of books containing historical information concerning New Hampshire.

a. History of New Hampshire by Stackpole (5 Vol.) Detailed and complete--excellent source.

b. The Story of New Hampshire by G.W. and R.M. Browne--a good short treatment .

c. New Hampshire in History by H.H. Metcalf--a good short treatment.

d. Colonial Life in New Hampshire by J.H. Fassett.--interesting although elementary.

e. Histories of the various counties as Sullivan, Cheshire, etc. Are available in considerable detail.

f. Monadnock Records of Three Centuries gathered by Helen C. Nutting

g. History of Keene by Giffin--rather detailed

h. Histories of many New Hampshire towns are available

i. Histories of the various regiments of New Hampshire are also a considerable source of information

j. Files of various newspapers contain much information

k. The State Library and the State Historical Society have helpful material that is available

C. Sources of information concerning New Hampshire's contributions to art, music, literature, science, etc are to be found in ----- 43.

1. Histories

2. Biographies

3. Works of literature

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The second part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The third part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The fourth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The fifth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The sixth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The seventh part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The eighth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The ninth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The tenth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

4. Magazines as The Granite Monthly

5. Newspapers

6. Letters received from persons who have and are contributing to New Hampshire's development along these lines.

VI. Problems to be solved in the presentation of this course. - - - - - 43-57.

A. Shall the "separate compartment" arrangement of subjects (i.e. geography, history, etc as such) be the method of presentation?

1. Shall the geographical aspects of the course be presented under the heading of geography?

2. Shall the historical aspects of the course be presented under the heading of history?

3. Shall the art, music, science, literature, etc aspects of the course be presented under the heading of art, music, literature, science, etc?

B. Shall the various subjects as geography, history, literature, art, music, science, etc be scrambled into one course?

1. How shall it be accomplished to prevent a hodge-podge?

C. Shall some parts be "scrambled" and some parts be presented as "separate compartment" subjects?

D. Shall methods of presentation (teaching methods) be developed separately or simultaneously with the unfolding of the subject matter?

1. Is difficult to separate method from subject matter.

2. Proper technique should be stressed at all times.

VII. The actual Course as worked out - - - - - 57-112

VIII. Summary - - - - - 112-114

4. Magazines as The Granite Monthly

5. Newspapers

6. Letters received from persons who have and are contributing to

New Hampshire's development along these lines.

VI. Problems to be solved in the presentation of this course.

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graphy, history, etc as such) be the method of presentation?

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2. Shall the historical aspects of the course be presented under

the heading of history?

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be presented under the heading of art, music, literature, science,

etc?

B. Shall the various subjects as Geography, history, literature, art,

music, science, etc be scrambled into one course?

I. How shall it be accomplished to prevent a hodge-podge?

C. Shall some parts be scrambled and some parts be presented as sep-

arate compartment subjects?

D. Shall methods of presentation (teaching methods) be developed separate-

ly or simultaneously with the unfolding of the subject matter?

1. Is difficult to separate method from subject matter.

2. Proper technique should be stressed at all times.

List of Authorities and Bibliography for this Thesis.

As this thesis represents an attempt at curriculum construction rather than research into a subject or phase of education already possessed of recognized standing the extent to which authorities and bibliographies have been used is best revealed by reading the text of the thesis. In many respects the work represented here is original for when one seeks to find similar studies he finds that very little has been done. Hence, the materials brought out by class-room discussions and the light shed by one's own teaching experiences must of necessity be incorporated into the thesis.

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Ginn & Co., 1920

2. Branom, M.: The Teaching of Geography.

Ginn & Co., 1921.

3. Bass, R.O., Ex-Governor of New Hampshire: various addresses and articles

4. Butterfield, E.W., Commissioner of Education for New Hampshire: various articles and addresses.

5. Browne, G.W. & R.M.,: The Story of New Hampshire

Standard Book Co., 1925.

6. Colling: Experimenting with the Project Curriculum

The Macmillan Co., 1925.

7. Davie, J.B.S., Commissioner of Labor for New Hampshire: Various reports and addresses.

8. Davis, J.B., Dr.: Courses given at Boston University.

9. Dewey, John: Democracy and Education
The Macmillan Co., 1916.
School and Society
Chicago University Press.
10. Dewey, John and Evelyn: Schools of Tomorrow
E. P. Dutton & Co., 1915.
11. Dodge & Kirchwey: The Teaching of Geography in the Elementary
School
Rand McNally Co., 1913.
12. Fairbanks, H. W., Dr.: Article in the Journal of Geography, Nov. 1927.
13. Fassett, James: Colonial Life in New Hampshire
Ginn & Co., 1899.
14. Griffin : A History of Keene
Sentinel Publishing Co., 1897.
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Charles Scribner's Sons, 1926.
16. Hartwell, E. C.: The Teaching of History
Houghton Mifflin Co., 1913.
17. Kilpatrick: Foundations of Method
The Macmillan Co., 1927.
18. Kendall & Stryker: History in the Elementary School
Houghton Mifflin Co., 1918.
19. Mahoney, J. J., Dr.: Courses at Boston University.
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intendence, 1927 (In Chapter XII)

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of Brigham & McFarlane's Essentials of Geo-
graphy.
American Book Co., 1916.
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The Macmillan Co., 1922.
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The Third and Final Report of the Committee
of the Department of Class-room Teachers on
the Evaluation of Instruction, 1926.
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1916.
Twenty-second Yearbook, Part II, 1923.
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Map Location
Teachers College, 1925.
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Teachers College, 1926.
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Stratford Press. 1925.
28. Publications of the various State departments and Bureaus deal-
ing with their respective activities in New Hampshire.

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Geographic Principles

Houghton Mifflin Co., 1925.

30. Scheville: A History of Europe

Harcourt, Brace & Co., 1925.

31. Smith, E.E.: Teaching Geography by Problems

Doubleday, Page & Co., 1923.

32. Smith, J.R.: Human Geography

John C. Winston Co., 1921.

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The American Historical Society, 1916.

34. Stimson, R.W.: Vocational Agriculture by the Home Project.

The Macmillan Co., 1919.

35. U.S. Bureau of the Census: State Compendium for New Hampshire

based on the 1920 Census.

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(Bulletin #35) 1918.

37. Various newspapers and magazines of the State were consulted.

38. Wilson, G.M., Dr.: Courses given at Boston University

Measurement of History and Civics.

American Education, Sept., Oct., Nov., 1927.

39. Wilson & Wilson: Motivation of School Work

Houghton Mifflin Co., 1921.

40. Various educational magazines.

FOREWORD.

This study represents an attempt to present to normal school students the resources of and the development of a state, so that they may not only know the content involved but that they may be able to present the subject in the most efficient educational manner possible to the pupils in the upper grades of the elementary school (6th, 7th, and 8th) or in the first two years of the junior high school (7th and 8th), depending upon which school organization prevails in the town.

The unit studies presented in outline form in this thesis represent the result of a cooperative effort in curriculum construction of my normal school students with myself. They are set forth with a realization of their shortcomings, but with the feeling that they represent sincere efforts. The outlines themselves are constructed with the idea of serving as guides in respect to method and selection of subject matter. Since they are to be "guides" they permit of freedom to the teacher so that she may modify them to local conditions.

The abilities of the pupils in the several grades in which this material is to be presented have been constantly kept in mind.

HOW TO PRESENT TO NORMAL SCHOOL STUDENTS THE RESOURCES OF AND
THE DEVELOPMENT OF A STATE USING THE STATE OF NEW HAMPSHIRE
AS A TYPE STUDY.

INTRODUCTION.

Even though we live under the best material conditions that any people have ever enjoyed, we give but little thought to their sources and to the stories of the efforts of the men and the women who ~~h~~ have developed them. And, too, we accept the cultural and spiritual accomplishments that are our heritage with little thought of the endeavor, the persistency, and the sacrifice of those who have made them possible. Hence, in this age which seems to make it appear that what we are possessed of is the result of our own activities, it is well that we give thought to those factors and ⁿ contributions of others which make present day American life possible, so that we may live more carefully, more appreciatively, and more purposefully, and, thus, pass on to the generations that follow a better social heritage. It is incumbent upon us that as we use, that we, also, add to this heritage. It is with the belief that such effort can be made to bear fruit that the Course suggested by the title of this paper has been undertaken.

I. THE PURPOSE OF THIS COURSE.

A. The Professional Aims.

1. The Informational Aim.

This Course is being presented to senior elementary normal school students (two year course) at the State Normal School at Keene, New Hampshire in an eighteen^e week period (two nine week peri-

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ods with nine weeks of practice teaching intervening between each period). These students are the teachers of tomorrow. It is not a distant tomorrow in which they become teachers; it is next September that they start their real teaching work. Then, they are "on their own". It is evident, therefore, that this Course is a professional as well as a ⁿ content course. Consequently, it is pertinent at this point that the professional aims of the Course be formulated.

It is a well accepted maxim from the professional point of view that a teacher must not only know how to present subject matter but that she shall be well versed in it. "One cannot teach what she does not know". Accordingly, the first professional aim that has been formulated for this Course is: To provide future teachers with definite and accurate information concerning the State of New Hampshire. And this is no small undertaking, as little is available from the geographical and from the contributonal (works of the men and women of New Hampshire) viewpoints. Additional comment on the worthwhileness of this aim is not needed.

2. The Proper Techniques Aim for this Course.

The second professional aim of this Course is: To determine the proper teaching techniques to use in the development of this Course.

In the treatment of teaching techniques I have been guided by the thoughts and ideas that were developed in the following courses at Boston University: (1.) Methods of Teaching; (2.) Curriculum Construction; (3) Educational Psychology; (4) Arithmetic Reconstruction (Professor Guy M.

1870
The first of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The second of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

The third of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The fourth of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

Wilson); (5) Education in Citizenship; (6) Improvement of Teaching through Supervision (Professor John J. Mahoney); (7) Organization and Supervision of the Junior High School; (8) Guidance (Professor Jesse B. Davis); and (9) Fundamentals in the Teaching of Geography (Professor L. O. Packard). In addition, the work that I took under Professor Douglas C. Ridgley of Clark University in The Teaching of Geography in the Elementary School has been helpful. While it is manifestly impossible to point out at all times in this paper where the ideas of techniques have been derived, it is hoped that they will square at all times with the intents of the courses mentioned above. Not only have these courses been considered in the treatment of the techniques, but such books as the following have been found to be helpful: (1) Motivation of School Work by Wilson & Wilson; (2) Experimenting with a Project Curriculum by Colling; (3) School and Society by Dewey; (4) The Schools of Tomorrow, by Dewey; (5) Democracy and Education by Dewey; (6) The Socialized Recitation by Robbins; (7) The Socialized School by Robbins; (8) Foundations of Method by Kilpatrick; (9) The Teaching of Geography by Branom; (10) Teaching Geography by Problems by Smith; (11) The Teaching of Geography in the Elementary School by Dodge & Kirchwey; (12) The Teaching of History by Hartwell; (13) History in the Elementary School by Kendall & Stryker; (14) Vocational Agriculture by Home Projects by Stimson; and (15) Education in Citizenship by Hatch. Magazines and publications like Educational Review, American Education, Teachers College Record, Yearbooks of the National Society for the Study of Education, Proceedings of the National Educational Association, The Teachers' Journal and Abstract, The Journal of Geography, School and Society, Elementary School Journal and others were helpful. Miscellaneous publications of various teacher training institutions, bulletins from the United States Bureau of Education, from the National Educational Association, e/g/, The Third and Final Report of the Committee

of the Department of Classroom Teachers on Evaluation of Instruction, and from State and city courses of study helpful suggestions were gleaned.

a. The Problem Technique in this Course.

The technique that will be used to the greatest extent in this Course will be the problem technique. This is a major technique. The other major techniques are the drill, the appreciation, and the project.

As Dr. Wilson pointed out in his course in Methods of Teaching the problem technique calls for thinking and reasoning--thinking a thing through to a conclusion. But as Dr. Wilson indicated people only think when they have to; and this occurs only when the subject to be thought about presents a challenge to the mind. The feeling of a challenge--"Can you do it?"--is fundamental to the problem technique. Indeed, it furnishes one kind of motivation. A problem must not be petty in ~~int~~^r its nature; it must be serious enough to ~~ap~~^rouse and stimulate thought and reflection; it must be serious enough to stimulate intensive effort; and its solution must offer compensation of such a ~~nature~~ as to be a worthy reward for the energy expended.

Herbart's Five Formal Steps contained the germ of the problem method. Indeed, it may not be overstating it to say that the Five Formal Steps, which Herbart intended to be applied to all teaching, were better adapted to the problem technique than to any other. Dewey, the apostle of Herbart in this country, has adapted and modified the Five Formal Steps so that they may be set forth in non-technical language as follows:

Dewey's Scheme of Problem Solving.

1. A perplexing situation is met.
2. A defining of the difficulty (a definition of the problem by the class.)
3. A noting of possible solutions or tentative conclusions.
 - a. -----
 - b. -----
 - c. -----
4. An applying of the solutions.
5. A further weighing leading to the acceptance of one of the solutions.

It would be unwise to accept Dewey's modified plan as being the only correct procedure for the solution of all problems. Once any definite mode of procedure is accepted as being the only way of presenting subject matter it is apt to become stereotyped and lifeless. Nevertheless, the Dewey Scheme is helpful as an indicator of the procedure to follow.

But more helpful than Dewey's Scheme is Dr. Wilson's Score Card for the Problem. A score-card is for the purpose of measurement and evaluation. By it (the Score-card) an indicator or gauge is obtained to show the worthwhileness of our problem and the extent to which our problem conforms to the ideal. This Score-card, like Dewey's Scheme, is expressed in non-technical language.

Dr. Wilson's Score Card for the Problem Technique.

Points of rating.

1. Should grow out of a real difficulty (either encountered by an individual or by the class.)

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2. Should call for <u>reflective</u> thinking.	20
3. Should be as broad in scope as the maturity of the group will permit (a real challenge.)	20
4. Should be formulated by the class (thus, making it real and personal.)	10
5. Should call for activity or at least be in the form of a question.	10
6. Should meet the other requirements of a well motivated situation.	20
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The problem technique is at its best when it is child centered rather than teacher centered. This statement does not eliminate the teacher, but presupposes a clever (in the best sense of that word) teacher instead. The teacher will treasure the questions and the perplexities of her children; and, if these are large enough in their nature she will note them and use them as the basis of either immediate or future study. If they are limited she will cause them to be answered or will guide by additional reading. The children bringing out their own problems is the best criterion as to whether they understand the nature of them and are interested in them.

The problem procedure should develop openmindedness. "Your point is well taken, but what is your authority." John should be allowed to work honestly to prove that his conclusion to the problem is correct as well as Mary's; but if he is wrong, it is the duty of the teacher with the aid of the class to help him to come to that state of mind where he will accept Mary's solution, if backed by authority. Perhaps,

the most important thing in the problem technique is that teachers (we) do cause children to think through the problem or situation honestly.

The problem technique is the method that is applicable to the study of geography, history, civics, economics, sociology, the political sciences, and many of the branches of science.

Since this Course is largely involved in the thinking through of situations and problems the major technique that will be used mostly will be that of the problem technique.

b. The Appreciation ^hTechnique in this Course.

There are times when a person may undertake a study for the purposes of enjoyment and broader understandings. It is not pursued to acquire the mastery of facts nor for reflective thinking save as these may be incidental. When a study is undertaken for the purposes mentioned above (in the first sentence of this paragraph) the appreciation technique is the one that should be used.

The first step in the appreciation technique, if it may be called a step, is the creating of an atmosphere of interest which emanates from the pupils themselves, in so far as that is possible. This does away with teacher compulsion, for to be the product of teacher compulsion the interest would be of such a nature as to lessen or destroy the enjoyment by the pupil, which is the fundamental aim of the appreciation technique.

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Next, the pupils must be permitted to have what Dr. Wilson calls "proper exposure". This means that the pupils should not be crowded to the point of counter reaction--that the teacher shall not be too anxious to have the children partake. There should be "a sampling and the creation of additional interest."

Then, thought must be given to the proper handling of related fundamental knowledge. Enough of this related material should be given to explain difficulties and add to enjoyment; but it should not be carried to the point where it begins to annoy the pupils and destroys² their desires for understandings and enjoyment. For example, in the study of poetry the mechanics of meter should not be emphasized to any great extent, for what is desired is appreciation and enjoyment of poetry and not the method of building poetry. In geography statistics may be easily overdone, as may dates and facts in history. Of course reasonable repetition is not ruled out, but care must be taken to be sure that it remains reasonable.

Also, the appreciation technique provides for expression and growth on the part of the children. This should be natural and free. This permits the individual child to tell the group why he has liked the activity that has been participated in, or it permits him to present something that he enjoys, e.g., his favorite poem, painting, piece of music, character in history, scenery, hobby, mechanical contrivance or what not.

Since the appreciation technique is for enjoyment and for understandings, it is not desirable to give tests--at least the essay tests or any of the newer type of tests now existant. This is one undertaking that the children should be permitted to engage in without having the specter of

a quizz in the background. Examination results are not¹as yet (according to Dr. Wilson) the means of finding how successful the appreciation technique has been. Rather, is the answer of its success to be found in the ideals, attitudes, and behaviouristic tendencies that have been engendered thereby. And, perhaps it is just as well that we do not try to measure these by the common pedagogical media.

The study of the resources of and the development of a state offer opportunities for enjoyment and for understandings. Hence, the appreciation technique is one of the techniques to be used in this Course. Of course, it will be used much less than the problem technique.

c. The Drill Technique in this Course.

The drill technique has to do with the conditioning of the children so that automatic responses are given when desired. The pupils should know at once that $2 \times 2 = 4$. There should be no hesitation. This implies the mastery of facts. Since the mere mastery of facts and the giving of automatic responses are not primarily sought, the drill technique will not be used. Such a technique is best adapted to arithmetic, spelling, formal grammar, and allied subjects and not to this Course. Nevertheless, much of the geography, history, civics, literature, etc now taught in our schools is presented by the drill method.

d. The Project Technique in this Course.

The term project is subject to much loose thinking. The term has been seized upon as a "cure-all"--a wonder working medium applicable to all

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subjects. Several years ago Dr. Horne launched a study to determine what the term project meant to teachers in service. He addressed his letter of inquiry to teachers in all lines, propounding five questions as to the meaning of the term. He secured a variety of answers showing many diverse conceptions. Dr. Kilpatrick in 1918 gave impetus to the word project as a means of vitalizing the school work. Because of the war conditions and the dissatisfaction with the old, the idea was favorably received by the profession and given wide application--so wide in fact that its real meaning is not clear today.

Antedating the Kilpatrick enunciation was the work of Rufus W. Stimson of the Massachusetts State Board of Education in regard to home projects in agriculture. Stimson's scheme as explained in The Massachusetts Home Project Plan of Vocational Agriculture (United States Bureau of Education, Bulletin #8. 1914.) has four main points or principles. They are:

1. A thinking problem that leads the pupil to a planning for the doing of it.
2. A sizeable plan for the doing.
3. That there shall be supervision by an adequately trained person; the supervision to be frequent and detailed.
4. That the pupil gets the results of his work.

In the opinion of Dr. Wilson above is the sense ~~it~~ in which the term should be used in school work.

Kilpatrick, who is now much annoyed by the direction that his term project has taken, would have the word project dropped and the idea "of purposeful activity well motivated" substituted in its place. Collings most excellent book Experimenting with the Project Curriculum is really

based on Kilpatrick's idea of "a purposeful activity well motivated" rather than on Stimson's conception of a project. Stimson's term is best applied to vocational activities and such ~~act~~/ creative enterprises as would be found in the manual training or domestic science activities of the school.

Kilpatrick's idea of the project--"a purposeful activity well motivated"--is in keeping with the basic idea of this Course. Kilpatrick's scheme, then, is not a separate technique, but rather a device that may be used in any of the techniques. Stimson's plan will seldom, if ever, function in this Course if its meaning is kept clearly in mind.

e. The Special Techniques in this Course.

When the term special techniques is used, it implies some such scheme or system as the Gary, the Winetka, or the Dalton to mention the best known. While all vary as to details the essentials are the same. They mark an attempt to provide for individual differences. The Winetka System embodies the essentials of the other schemes. The main points of the Winetka are:

1. No recitation period.
2. An assignment book which also contains the answers and references is used.
3. The child corrects his work by the book at stated intervals.
4. The child continues this procedure until he has finished the unit.
5. When the child has finished the unit he notifies the teacher, who gives him an examination which he must pass 100% before he is permitted to proceed to the next unit.

This system is excellent for the drill subjects, being somewhat ahead of most schemes. Its value when applied to geography, history, and allied subjects is, as yet, doubtful. These subjects are not primarily for the mastery of facts and for automatic responses. Since the materials in this

Course are drawn very considerably from geography, history, etc the special techniques will not be used save as they may offer a useful method of treating some particular phase of this Course, which will be very rare, if ever. This is said with the realization that some school systems claim that they are using these special techniques in the social sciences. New London, Connecticut claims to be teaching history by the use of one of these special devices. But as it has been explained to me, it seems to me that they have lost sight of the very essential fact that history is a thinking subject and not a mastery of facts subject. Hence, the problem ~~of~~ technique should be used.

3. Organization in the Terms of the Learning Process Aim.

This aim means to organize the subject matter of this Course in terms of the learning process. Formal and technical organization is not desired, but rather is an organization in terms of the child's learning process desired. From the work of Pavlov, Thorndike, et al we ~~know~~ have the so-called Laws of Learning, which roughly represent the way in which a child learns. They are (1) the Law of Readiness; (2) the Law of Exercise; ~~(1)~~ and (3) the Law of Effect (or Satisfaction). This means that the work presented must provide the child with motivation, repetition, (reasonable), and satisfaction. Hence, any course that is well organized must keep these three laws in mind when the arrangement of subject matter is worked out. An attempt has been made to do so in the organization of this Course.

While in sympathy with the Dewey-Kilpatrick idea of the child centered curriculum, the writer has not been insensible to Dr. H. O. Rugg's pertinent criticism that the lack "of definite direction" is apt to characterize many of the so-called ^{child} centered curriculums. In the same article (Objective Studies in Map Location, Chapter II, entitled Curriculum Making and

the Critical Study of Society) Rugg indicates his objection to a curriculum whose activities are built only on the child's felt needs by saying that to agree would be to deny the preparatory function of the school, and that to do so, would leave many necessary things undone. Rugg believes that "the life advocates" by the very nature of their program are placed in "a watchful waiting" position. The writer of this paper does not wish to be accused of making "a beautiful straddle" of the issue. Rather does he believe that there is much good in the philosophies of the Dewey-Kilpatrick School and in the Rugg-Hockett School. Hence, he has tried to make the Course be in many respects (1) child centered; (2) preparatory for life; and (3) cover the necessary things that a child and that an adult should know. He trusts that he has done so.

The writer feels that he has dealt with the psychological outcomes aspect of this Course in organizing the subject matter in terms of the learning process under the treatment of the techniques. The reasoning or thinking, attitudes and ideals, which would be the psychological outcomes of this Course have been dealt with under the problem and appreciation techniques.

B. The Social Aims of this Course.

There is existant no better statement of the sociological objectives of education than Bulletin #35 (1918) of the United States Bureau of Education entitled Cardinal Principles of Education. While supposed to be for Secondary Education they (the Principles) are now accepted as applying to all education. Therefore, the writer ^{has used} the terminology of that publication in its wider application in this paper.

1. The Citizenship Aim of this Course.

The first social aim of this Course is to develop and promote the proper ideals, attitudes, and behaviouristic tendencies in good citizenship through a knowledge of the history, the resources, and the contributions of the State of New Hampshire. It will be noted that the preposition in rather than for has been used. Contrary to the notion common in the schools citizenship is part of the everyday existence of the child and not something into which he is suddenly plunged at the age of twenty-one. As Dr. Mahoney pointed out in his course in Education in Citizenship the child must early be trained to make those adjustments that make for the best living in those small group relationships which are part of his everyday existence. In the same course Dr. Mahoney brought out that "democracy is not a fool-proof institution"; its proper functioning is dependent upon (1) an intelligent electorate, and (2) an interested electorate. The first social aim of this Course, therefore, is to develop that type of citizenry as will cause American democracy to function better than it has in the past. And the study of the State of New Hampshire that is herein outlined is an attempt to give the basis for the exercise of good citizenship.

2. The Ethical Character Aim of this Course.

"In a democratic society ethical character becomes paramount among the objectives of the school" (Cardinal Principles of Secondary Education.) To develop this ethical character an attempt has been made in this Course to select subject matter and methods of instruction as may best achieve this aim. The attempt has been made to develop this ethical character through indirection. Personal responsibility, initiative, and the spirit of service have been encouraged through the study of the lives and the activities of the men and women that have made worthwhile contributions to the State of New Hampshire and to the nation.

3. The Vocational Aim in this Course.

While this Course is not a vocational one, an effort is made to present to the pupils some idea of the vocational opportunities that are ex-
 istant within the State of New Hampshire. It aims "to develop an appreci-
 ation of the significance of the vocation to the community, and a clear
 conception of the right relations between the members of the chosen vo-
 cation, between different vocational groups, between employee and employer,
 and between consumer and producer." (Cardinal Principles of Secondary Ed-
 ucation on Vocational Education, p 13) Some of the most serious problems
 facing the citizenry of New Hampshire have to do with "getting a living".
 According to Mr. John B. Davies, Commissioner of Labor for New Hampshire
 there is as yet (1927) little appreciation on the part of employers of the
 desirability of engaging local young people in their business activities,
 especially in those positions that ~~lead to~~ result in executive leadership;
 and on the other hand his studies seem to indicate that the educated and
 ambitious youngsters feel that opportunity exists only outside of the
 State of New Hampshire. In a questionnaire sent out to over six hundred
 emp^{lo}yers only fifteen replied that they were making any effort to util-
 ze local (New Hampshire) young people in their business. For the good of the
 State of New Hampshire such conditions ought not to be! It is evidnt^e
 that a more intimate knowledge of the State's resources, abilities, and
 industries is needed by all.

4. The Worthy Use of Leisure Aim in this Course.

Perhaps this aim may be ~~best~~ best stated by using the words found
 in Cardinal Principles of Education (p. 15). "Education should equip the i
 individual to secure from his leisure the re-creation of body, mind, and
 spirit, and the enrichment and enlargement of his personality."

"This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, literature, and social intercourse, together with the fostering in each individual of one or more avocational interests."

--"One of the surest ways to prepare pupils worthily to ~~to~~ utilize leisure in adult life is by guiding and directing their use of leisure in youth."

Thus, by acquainting the pupil with the accomplishments^c of and opportunities in the fields of literature, art, music, science, etc in New Hampshire, as well as the possibilities in and the attainments in re-creation a desire for a more worthy use of leisure time may be achieved.

While the writer of this paper does put forth a claim for worthy home-membership as an aim of this course, it does seem to him that an understanding of the art music, literature, etc of New Hampshire mentioned under the worthy use of leisure time aim as being a factor that would result "in ~~a~~/more beautiful homes and greater joy therein" (Cardinal Principles, p.12.)

II. THE BACKGROUND AND TENDENCIES IN AMERICAN HISTORY THAT HAVE LEAD UP TO THE OFFERING OF THIS COURSE.

A. The ~~Result~~ of Several Tendencies in American Life.

The first organization that the American Colonies took unto themselves during the Revolution was marked by its lack of organization. The Articles of Confederation, sometimes called "A rope of sand", held the col-

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onies together in a very uncertain form until the adoption of the Federal Constitution. The Articles of Confederation were the logical outcome of the Colonial state of mind. Each colony was jealous and suspicious of each other; and all were fighting to rid themselves of a strong central government. Hence no such form of government was desired by the colonies.

When economic ruin and complete political disintegration threatened the Thirteen States finally adopted the Constitution. The reasons for the adoption are well stated in the Preamble to the Constitution. It speaks of forming a more perfect union, establishing justice, insuring domestic tranquility, promoting general welfare, and of securing the blessings of liberty for posterity. Many--probably the majority--thought with Jefferson that the Federal Government should only do those things that the state governments had shown their incapacity to do and to conduct the foreign affairs of the nation. As to how far the Federal Government might interfere and compel its laws to be accepted by the states constitutes the basis of the conflict between state rights and centralization. This struggle began with the adoption of the Constitution and extended down to the days of the Civil War in increasing bitterness. While John Marshall's decisions and the Civil War did much to extend the scope of the Federal government's powers, they did not settle forever this vexatious question of where the states' rights end and where the Federal begin.

During the Civil War, when the Federal Government was engaged in a life and death struggle, it was natural that it took unto itself such powers as were needed, and the taking was not seriously questioned. The result of the Civil War was that the centralized government emerged strengthened immeasurably; and this strengthening had popular approval (outside of the South, of course). From 1861 down to 1920 the Federal Government steadily

took over many of the functions that had been thought previously to belong to the states. These seizures of rights or activities were frequently justified on the basis of reform, efficiency, or police power. Hence, the Federal Government during that period removed restrictions on the suffrage, levied income taxes, regulated commerce and transportation, prohibited the use of certain^a beverages and drugs, attempted to control and limit the conditions of labor for children, and also engaged in a multitude of activities intended to promote industry and social well being.

Perhaps, as a result of the tremendous power exercised by the National Government during the World War and partly because of the Constitutional Amendments enacted during that period, there has sprung up since 1920 throughout the entire country a determined opposition to the absorption of state functions by the Federal Government and to the further strengthening of it by legislative enactment. The decisive defeat by the states of the proposed Twentieth Amendment--the so-called Child Labor Amendment--was due to the desire of the states to check the giving of such wide and irrevocable power to the Federal Government. Moreover, the states are beginning to feel that there are many activities that they "on the actual ground" are infinitely better fitted to handle than a distant Federal^a bureaucracy. Again, an American is really a citizen of a dual government--a state and a national---and he is more aware of his state government than he is of the national, for he comes in contact with it more frequently.

B. The Necessity for More Knowledge Of the State of New Hampshire.

A study of the Census figures show that about 77% of the people live in the state in which they were born. Of course, this does not mean that they have not lived outside of their native state at some time in their

lives;nor that the newer states like New Mexico would show such a high average.

Yet, the people in one section of the State do know little concerning the other sections. It is an American characteristic to treat rather lightly the claims of another section of the state from the one in which the person is living.Indeed,poltical lineup in the state legislature is frequently on the basis of geography as "the up-state delegation","the Western section","the downstate group"etc;or sometimes it is on the basis of industry as "the textile crowd","the farm group",etc. In New Hampshire due to the clumsy representation system which gives Manchester more representatives than any other place, that city is in an unusual place"to bargain and trade" in legislative deals. Thus,Manchester is put in a position of great influence and it is only by understanding the real needs of the State that she can best use her position.Whether she has always done this or not is a question;without doubt there are times when the basis of trading has been no higher than that of political expediency. Few people have any adequate grasp of the varied nature and extent of New Hampshire's industries.Their notions are vague and general..To many people in the State of New Hampshire Keene is a small city in the south-western part of the State(if they know its location that definitely) engaged in the manufacture of chairs;whereas,Keene is a highly diversified industrial city having thirty-four distinct industrial activities,exclusive of those usual service activities that go withmall cities and towns(e/g/,grocery stores,garages,laundries,etc.)Likewise, Manchester is a textile city of some kind,when in reality Manchester is also important for shoes, paper,cigars,boxes,brushes,clothing,and many other articles.Again,this lack of adequate knowledge of the State frequently prevents the intelligent gauging of an industrial or developmental project in another

part of the State. These statements are true despite the daily newspapers, the telephone, the automobile, the radio, and numerous other agencies of publicity.

The industrial conditions of the State of New Hampshire at the present time are such as to demand intelligent consideration as to how they may be maintained at their present level, let alone increased. Nor is the problem peculiar to New Hampshire; it is the problem of all New England. The decline of the textile and paper industries, to only mention two, is a very serious problem for New Hampshire. The reasons for the decline are too lengthy to enter into at this point. Nevertheless, much of the prosperity of the State is locked up with the welfare of these industries. How they may be returned to prosperity; or, if this is impossible, what industries may be undertaken in their place constitutes a serious question for the citizenry of the Granite State.

Despite the growth of population within the State and the nearness to the excellent markets of New England and the Middle Atlantic States, the agriculture of New Hampshire has steadily declined in importance since the Civil War. In the 1910-1920 decade according to the Census Reports the total acreage in farm lands declined from 3,249,458 acres to 2,603,806 acres---a decrease of ~~21.9~~^{52.9}%, thus indicating the abandonment of practically one-~~quarter~~^{half} of the farm area of the State. Of course this means that much marginal land went out of cultivation. This decline in agriculture cannot all be explained by the economics of the marginal producer, for some of the causes are of a decidedly different nature. The testimony of history is such as to indicate that no country or section can entirely neglect the welfare of its agriculture and be entirely free from the threat of economic and social upsets. In New Hampshire almost every major line of farm production shows a decline. Despite the

fact (according to Professor Potter, the Pomologist at the State Agricultural Experiment Station) that New Hampshire grows apples that rank in quality with the world's best, the fruit stands of the State generally offer Washington and Oregon apples for sale. Milk is probably produced in quantities sufficient to meet the needs of the State, but ^{products} there are but few others ^{products} that do. Without additional discussion it is evident that the condition of New Hampshire's agriculture is ~~so~~ such as to merit and demand the most serious consideration as to its present problems and careful planning to intelligently meet its future needs.

There are other serious problems facing New Hampshire besides those mentioned in the two preceding paragraphs. New Hampshire faces a very perplexing proposition in regard to the so-called "Forty-eight Hour Law", which, while designed to be applied to the labor of women and children, would automatically be applied to men (excepting in agricultural pursuits). Shall New Hampshire be labeled as reactionary if she continues to reject it? Or is her rejection simply a method of self-defence against those states that have a longer working week than she now has? Indeed, it is a very serious problem that cannot be dismissed lightly.

The problem of the wise use of New Hampshire's water power is worthy of at least a separate paragraph. Apparently, New Hampshire is in the grip of the Insuls with their Western backing under the name of The Public Service Company of New Hampshire. Despite the name, the water power resources of the State are in the hands of an octopus, which according to Samuel Insul, its president, no law Federal or state is adequate to control it. This statement is made on the authority of The New England Homestead Magazine. This condition has come about because of the apathetic attitude of the inhabitants of the State of New Hampshire, who have refused to give any intelligent thought to Ex-Governor Bass's program of

"New Hampshire's water power for the development of New Hampshire's industries". It is questionable whether this resource can ever be regained for the people of New Hampshire--at least without a long and determined fight.

Conservation is one of New Hampshire's most serious problems. According to the State Forestry Department 33 % (1-3) of New Hampshire's land is worthless, i.e., it does not in its present state earn its taxes, let alone any interest on the investment. Or to put it another way, two acres must be taxed to carry the expenses that should be carried by three. The greater part of this land under a scheme of scientific forestry could be put to work producing crops of timber. The Demonstration Forest of Yale University located in Keene and Swanzey has shown that pine (white and red) is not only a profitable crop, but that most of Southern and Central New Hampshire is ideally fitted for the growing of it. Likewise, the work carried on in the National Forest in the Northern part of the State has proved that section to be well adapted to the growing of spruce, fir and certain of the hardwoods. It is not only in timber culture that New Hampshire needs to practice conservation, but she needs to give thought to the conservation of her water power, her soil, her wild life, her scenery, her arteries of transportation, etc. The term conservation means to use but not abuse; and it is in this sense that it is used in this paper.

Thus, it is evident that the future of New Hampshire calls for intelligent planning. Such planning should neither be based on a bubbling-over optimism nor on a hopeless pessimism. It must be based on an intelligent facing of the facts and not on the dodging of them. New Hampshire is not decadent; she is not "a has been". Rather is she a state facing serious

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competetion, yet possessing resources in men and materials that will permit her under intelligent handling to make those adaptations which will ~~perfit her~~ allow her a useful and productive future---a period in which New Hampshire will give adequate compensation and service in exchange for that which she will ask from other sections of the country and world. There is too much of the dignity, of the strength, of the firmness, and of the endurance of the granite of her hills in the fibre and make-up of her manhood and her womanhood to cause her to do any differently. New Hampshire asks no odds; all that she does ask is fair and impartial treatment.

C. Why It Was Decided To Give This Course.

It has been largely with a view of creating faith in New Hampshire that the State Board of Education has decided that this Course shall be given to the future teachers of the State during the period of their attendance at the State Normal School. Fortunately or unfortunately, outside of the barest sketchy statement of what the Course was to be, the development of it has been left to the writer. Hence, before the writer goes on to tell about how the Course was developed, it seems pertinent that the next topic to be considered should be a brief sketch of the nature of the Course itself.

III. THE NATURE OF THIS COURSE.

A. Built Around The Core Of "Have Faith In New Hampshire".

Faith has ever been recognized as a mighty power. It is that power which leads men to do the seemingly impossible, whether it be the removing of mountains or the conquering of deserts. There is enough that yet remains, enough that yet inspires, and enough that yet rewards to shout ~~with faith~~

the words "Have faith in New Hampshire and adequate recompense shall be yours!" As Calvin Coolidge, in an article written for the National Geographic Magazine shortly after the Boston Police Strike, asked his readers to "Have faith in Massachusetts", so may her sister state of New Hampshire ask those who question her future to "Have faith in New Hampshire"

B. What This Course Deals With.

This Course may be said to deal with three subjects or aspects. It deals with the geography, with the history, and with the contributions of the sons and daughters of New Hampshire to the welfare and the development of the State, the nation, and the world. through their work in literature, art, music, education, commerce, government, invention, industry, human welfare, etc. Thus the Course is largely concerned with geography and history, for the third thing mentioned, i.e., the contributions, is largely a matter of history. Naturally, therefore, the question arises: To what extent can these phases be correlated and combined? And this question has been a serious one in the writer's mind from the start.

IV. THE METHODS OF DEVELOPING THIS COURSE WITH NORMAL SCHOOL STUDENTS.

A. Two Possible Procedures.

At this point the writer feels that there are occasions whereby a clearer conception of the evolution of this Course may be obtained by employing the first person rather than the third. This change is not made in a spirit of egotism but rather because it will more adequately show the procedure followed by him.

The two procedures that might have been followed will now be dis-

1. The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The author discusses the various theories of the origin of life, and shows that the most probable is the theory of spontaneous generation.

2. The second part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that life is a complex of many different parts, and that these parts are all derived from a common ancestor. The author also shows that the theory of spontaneous generation is based on the fact that life is a complex of many different parts, and that these parts are all derived from a common ancestor.

3. The third part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that life is a complex of many different parts, and that these parts are all derived from a common ancestor. The author also shows that the theory of spontaneous generation is based on the fact that life is a complex of many different parts, and that these parts are all derived from a common ancestor.

cussed.

1. The Course Might Have Been Imposed From Above.

In the development of any course there are at least two possible procedures. In the first the instructor (myself) might formulate the course and impose it upon the normal school students from above. This is probably the easier way, if ease alone is sought. In so imposing a course the normal school student has no protection from the dogmatism of the instructor, and she has no feeling of partnership in an enterprise that should be mutual. I decided not to so present the Course.

2. This Course Is The Result/Of A Cooperative Undertaking.

The students of a normal school are the future teachers and as such they must come to think educationally. But how can they think educationally unless they are given opportunity to so think? The normal school as Dr. Mahoney pointed out in his course in Improvement of Teaching through Supervision, has done a good job in methodology--"the how of it"--but as yet it has done little with the "Why" and the "What" of it. A teacher today should know more than simply how to present a subject; she should know the basic educational philosophy back of what she is teaching. Dr. Wilson in his course in Curriculum Construction constantly emphasized the fact that "the hope of real effective curriculum construction lies in the getting of the class-room teacher to participate in and cooperate in the construction of courses." In his course in the Improvement of Teaching through Supervision, Dr. Mahoney pointed out that such an endeavor is in keeping with the ^{democratic} ideal that is slowly ~~that is~~ ^{per-}colating American education. The supervisor and the teacher should cooperate purposively to the end that the children shall receive better instruction. Thus, curriculum making becomes an activity that is think-

1. The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that life is a complex of many different parts, and that these parts are all found in the same place, and at the same time. This is a strong argument in favor of the theory of spontaneous generation, and it is one of the most important arguments in the history of science.

2. The second part of the paper is devoted to a discussion of the problem of the origin of the human race. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of the human race, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that the human race is a complex of many different parts, and that these parts are all found in the same place, and at the same time. This is a strong argument in favor of the theory of spontaneous generation, and it is one of the most important arguments in the history of science.

3. The third part of the paper is devoted to a discussion of the problem of the origin of the human mind. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of the human mind, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that the human mind is a complex of many different parts, and that these parts are all found in the same place, and at the same time. This is a strong argument in favor of the theory of spontaneous generation, and it is one of the most important arguments in the history of science.

4. The fourth part of the paper is devoted to a discussion of the problem of the origin of the human soul. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of the human soul, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that the human soul is a complex of many different parts, and that these parts are all found in the same place, and at the same time. This is a strong argument in favor of the theory of spontaneous generation, and it is one of the most important arguments in the history of science.

5. The fifth part of the paper is devoted to a discussion of the problem of the origin of the human body. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of the human body, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that the human body is a complex of many different parts, and that these parts are all found in the same place, and at the same time. This is a strong argument in favor of the theory of spontaneous generation, and it is one of the most important arguments in the history of science.

ing in terms of the child. It was with such thoughts as those mentioned above in mind ~~that~~ plus ~~those~~ the idea of giving the normal students training in how to participate in curriculum construction and to think educationally when they become actual teachers that I decided to make this Course a cooperative enterprise.

B. The Second Procedure Chosen.

In all my normal school work I have ev~~er~~^{er} tried to dissolve the atmosphere of "teacher and student"; or putting it another way to banish the idea of "task-master and servant". Rather have I tried to put forth the feeling that we were cooperators--equals--seeking the best answers and methods in a matter of mutual concern. I, as a teacher, am present in the capacity of a guide to give as much liberty and freedom as is consistent with true progress, and when this condition does not prevail then I must assume the responsibility of seeing that the right path is taken and that advancement toward the desired objective is made. It was with the feeling that this method of procedure makes all the students equal among themselves, and in turn equal co-workers with me (the instructor) that the scheme herein described was undertaken.

C. The First Step In The Cooperative Working Out Of This Course: An Understanding Of The Proper Techniques To Use.

Once the method of procedure had been determined upon the first step was to work out with the normal school students an understanding of the proper techniques to use in this Course. While the students were somewhat familiar with the various techniques from their studies in pedagogy, it seemed wise to have them review and elaborate this knowledge and see its application to this Course. This was brought about by readings and discussions based on such books as (1) Wilson & Wilson's Motivation of School

Work;(2)Colling'sExperimenting with a Project Curriculum;(3)Kilpatrick's Foundation of Method;(4)Branom's The Teaching of Geography;(5)Smith's Teaching Geography by Problems;(6)Hartwell's The Teachin of History;(7)Kendall and Stryker's History in the Elementary School;and(8)Stimson's Vocational Agriculture. Readings were also given in various professional magazines as(1)American Education(the articles by Dr.G.M. Wilson on The Measurement of History and Civics in the September ~~and~~, October,and November,1927 was very helpful,as have been the articles by Miss Erhard and Mr.Moody on Teaching Techniques in the September and October issues);(2)Teachers'College Record;(3)The Journal of Geography;(4)/(the September issue ~~of~~ contained a very excellent article on the Report of the Committee of the National Council of Geography Teachers on the Geography Curriculum for the Junior High School);(4)Elementary School Journal;(5)Education(the article by Olive Nolan on Socialization of Geography in the December,1927 issue was stimulating);(6)Educational Review;and(7)the Journal of Education.Various publications of the United States Bureau of Education,several State Courses~~of~~ of Study(among those looked over were the Virginia,the Pennsylvania,the Maryland,the North Carolina,the Oregon,and the South Carolina Courses),city courses (as those of West Hartford,Conn.,Trenton,N.J.,and Los Angeles,Cal.), a number of publications of the National Education Society(especially The Third and Final Report of the Department of Class-room Teachers on the Evaluation of Instruction and The Fifth Yearbook of the Department of Superintendence)were perused and proved to be helpful.More good resulted from the classroom discussion undoubtedly than did from the readings themselves.Frequently,the readings meant little until they were clarified by class-room discussion.

1.The Problem Technique To Dominate.

1.The Problem Technique To Dominate.

As a result of the readings and classroom discussion the students decided that the problem technique should dominate in this Course. As I have discussed the nature of the problem technique in an earlier part of this paper it will not be treated here.

2.The Appreciation Technique To Be Used.

From the readings concerning and the discussions of the appreciation technique the students decided that in a course dealing with New Hampshire's Resources, Development, and Contributions there are things to be studied primarily for the understandings and enjoyment that they bring. Hence, it was decided that the appreciation technique could well be used in this Course. Since the appreciation technique has been developed elsewhere in this thesis it will not be taken up here.

3.Little Opportunity For The Project.

My students decided to accept the Stimson scheme or standard for the project. Therefore, they concluded there would little or no opportunity for the project in this Course. However, when Kilpatrick's present conception of the project "a purposeful activity well motivated" is intended, then the students decided that it should be used continuously but not with the label of project attached to it. These differences in the meaning of the term have been pointed out previously, so that no discussion is needed here.

4.Are The Techniques Decided Upon For This Course Being Used In Present Class-room Procedures?

Many of the students felt that a considerable amount of the geo-

graphy, history, and civics work now being presented in the elementary schools was taught more by the drill technique than by the problem and appreciation methods. The necessity of preparing ~~d~~ for the present types of examination (largely fact type tests) was one strong reason advanced ~~f~~ for the use of the drill technique. Moreover, many of the students felt (and in this they were supported by authority, e.g., Dr. Wilson) that the so-called Standardized Tests now used in the Social Sciences did not "jibe" well with the appropriate techniques, namely the problem and appreciation. Dr. Wilson's investigations as reported in recent issues of American Education tends at least to verify that belief. On the other hand there are schools that are using the proper techniques in these subjects. However, there is much room for improvement in the use of the correct techniques in the Social Sciences. My students affirmed their belief in the major techniques adopted for this Course and while they realized that they were not to be pioneers in the field, they did feel that they must ever maintain the spirit of the pioneer if the proper techniques were to prevail in the future.

D. Second Step: To Determine What The Teacher's Aims for This Course Shall Be.

In any course the teacher has professional aims to accomplish. Hence, we, the student group and myself, undertook to work these out cooperatively.

1. What The Teacher's Aims Are.

We decided in this treatment of New Hampshire that the teacher had five aims. They are:

- a. To use the proper techniques.
- b. To recognize the social aims of this Course.
- c. To develop the spirit of investigation and evaluation.
- d. To develop the spirit of appreciation.
- e. To make proper correlations.

As most of these topics have been discussed elsewhere in this paper and, as the desirability and nature of those which have not been are so self evident that space will not be taken for further discussion.

As these aims were being worked out the question was raised: Are these aims such as can be realized? The answer is not yet; but the feeling of the class was that they could be realized.

E. Third Step: To Determine What The Pupils Shall Be In Possession Of When They Have Finished This Course.

It is proper that thought ~~that~~ should be given as to what the pupils in the public schools shall be in possession of when they have completed this Course dealing with the Resources of, the development of, and the Contributions of New Hampshire.

1. Outcomes Sought From The Geographical Viewpoint.

As a considerable part of this Course is geographical in its nature it seems fitting that ^{the outcomes from the point of view of that} subject be now stated.

They are:

- a. To know what the industries of New Hampshire are and where they are located.
- b. To know what the natural resources of the State have and do contributed to the various industries.
- c. To know what factors caused the various industries to locate

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in the State.

d. To know where the raw materials for the various industries are obtained.

e. To know something about the processes of manufacture and production.

f. To appreciate the amount of skill required by the workmen in carrying on the industries.

g. To know where and how the products of New Hampshire's industries are disposed of.

h. To know and appreciate the significance of the problems facing New Hampshire's industries.

i. To be able to recognize and appreciate the influence of geography in the economic, social, and political life of New Hampshire. (The term industry as here used means those various activities whereby man obtains a living. It includes such activities as agriculture mining and quarrying, manufacture, transportation, commerce and trade, the professions, etc.)

2. Outcomes Sought From The Historical Viewpoint.

This Course calls for the treatment of historical materials. A study of the historical aspects seems to indicate them to be

a. To know what the influences were that caused the State to be settled.

b. To know about the activities engaged in as part of the act of settling and in the gaining of a livelihood.

c. To know about the various social and political philosophies and institutions that have prevailed (or held sway) from the time of settlement down to the present time (Educational, recreational, religious political, etc.)

d. To know about the lives and acts of the outstanding

historical characters- military, political, and social-
from the days of settlement down to the present time.

- e. To know what New Hampshire has contributed in various lines to the development of the nation.
- f. To know and appreciate the significance of the historical aspects of present day problems facing the State.

3. Outcomes Sought From The Viewpoint Of Contributions.

The word contributions as here used means those things that have been accomplished by the sons and daughters of New Hampshire in literature, art, music, science, industry, social reform, education, etc which have been recognized as possessing merit by the outside world.

In-so-far as this Course is concerned with the "contributational" outcomes they appear to be

- a. To know what the contributions have been and are and something concerning the nature of them.
- b. To know who the persons were and are that have made these contributions and the conditions under which they worked.
- c. To consider whether New Hampshire can continue to make similar contributions.

V. SOURCES OF MATERIALS FOR THE DEVELOPMENT OF THIS COURSE.

A. Sources Of Geographical Information.

The sources of geographical information and materials are characterized largely by their non-existence. Such as do exist are short, fragmentary, and general.

- 1. Study Of Books Containing Geographical Information

1870
The first of the year was a very
successful one for the
company. The sales were
very good and the
profits were high.

The second of the year was also
very successful. The sales were
very good and the profits were
high. The company was
very pleased with the results.

The third of the year was also
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high. The company was
very pleased with the results.

The fourth of the year was also
very successful. The sales were
very good and the profits were
high. The company was
very pleased with the results.

The fifth of the year was also
very successful. The sales were
very good and the profits were
high. The company was
very pleased with the results.

About New Hampshire.

All of the geography text-books commonly used in the schools of New Hampshire were examined for information concerning the States, and the results of the findings are listed below.

a. Essentials Of Geography By Brigham & McFarlane.

In the New England Edition or in the New England Supplement to this series (listed under both headings) is found the most extensive and best treatment of the State of New Hampshire. This book contains an article entitled Geography of New Hampshire written by Wallace E. Mason, President, State Normal School, Keene New Hampshire. Thirteen pages are given over to the treatment of the State. From these thirteen pages should be deducted two pages for maps, one page for statistics, and approximately three pages for pictures, leaving seven pages for printed matter and "Questions and Exercises". The statements are very general in their nature and have not been kept up to date. The statistics are based mostly on the 1910 Census. Despite these shortcomings it is the best source of information concerning the geography of New Hampshire now available.

b. New Geography, Book II By Atwood- New England Edition

This book contains in the supplement an article of about two and one half pages dealing with the geography of New Hampshire

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The treatment is very general in its nature; and its statistical treatment is very limited, being concerned with the population of places of over 2000 based on the 1920 Census. It is not stated who the author of the article is.

c New Geograpny Book II By Tarr & McMurry

This book in its New England Supplement contains a four page article on the geography of New Hampshire written by Philip Emerson, Principal of the Cobbet School, Lynn, Massachusetts. It is very general in its nature. The only statistics given are those of population, and these are based on the 1910 Census, although the book before me bears the copyright date of 1922.

d. Advanced Geography By McMurry Parkins.

A supplement entitled The Geography of New England by Philip Emerson has been brought out in connection with this book. It treats New England as a unit. It represents a fairly satisfactory treatment of this group. of states. As would be expected Massachusetts receives the fullest treatment. The materials concerning New Hampshire are general in nature and scattered throughout the Supplement. When information regarding New Hampshire alone is sought, this book is not especially helpful. The statistics, based on the 1920 Census dealing with area population and industry are authentic.

e. Other Geography Books.

Among the other geography text-books examined were; (1)

Human Geography by J. Russell Smith; (2) Advanced Geography by Dodge; (3) the Barrows-Parker Series; and (4) Elementary Geography by Dodge and Lackey. All of these books contain short and general treatments of New Hampshire.

Geographical readers like those of Carpenter's, Allen's, and Chamberlain's touch briefly upon New Hampshire in their treatment of New England. The material in these books is more interestingly written than in the regular geography.

2. Other Sources Of Information Regarding The Geography Of New Hampshire.

It is evident from the study of the text-books and supplementary readers dealing with the geography of New Hampshire that normal school students as future teachers cannot obtain an extensive background. No one will question the desirability of such background for future teachers as they must necessarily supplement the knowledge which their pupils will obtain from the regular text-books.

Hence, other sources of geographical information must be sought.

a. State Agencies As Sources.

My normal school students first investigated those departments and agencies that are state wide in their work--although they were not necessarily financed and controlled by the State government. These agencies publish, or have available, books, bulletins, circulars, and maps dealing with the geography of New Hampshire. Not all of these publications are primarily geographical in their

complexion--most of them are not--but practically all contain material that is geographical in its nature. The job of my normal school students has been to get the publications, search out the material that is geographical in its makeup, and classify it for use.

Among the State agencies written to and from which materials were received were: the;

1. State University and its Agricultural Experiment Station
2. State Department of Education
3. State Highway Department
4. State Board of Agriculture
5. State Board of Public Utilities
6. State Department of Forestry
7. State Publicity Bureau
8. State Bureau of Labor
9. State Historical Society
10. State Library
11. State Bankers' Association
12. State Manufacturers' Association.

b. Chambers of Commerce Publications As Sources Of Geographical Information.

Chambers of Commerce and Boards of Trade are fairly common and well organized in New Hampshire. Towns of 1500 or less inhabitants frequently have commercial organizations of some sort. Feeling that these organizations were cognizant with the resources and opportunities of New Hampshire, their literature was obtained by my normal school students. It was perused for the same purpose as was the other literature, namely, to see

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if the geographic information that should be given in this Course could be obtained objectively and some degree of validity given to it.

c Trade Catalogs, Advertising Circulars, Etc As Sources.

While trade catalogs, advertising circulars, and hotel pamphlets are not ordinarily thought of as being sources of geographical information, they are -- at least indirectly. Information concerning (1) the location and nature of industries; (2) where the raw materials come from and where the products are sold; (3) the financial and economic nature of the industries; (4) the quality of the products; (5) the scenery; (6) the recreation and health; and (7) future trends of industry in the State were gleaned. Of course, some of this materials had to be discounted somewhat, as it was largely advertising in its nature; and the normal school student were aware that the purpose of advertising is to sell goods. However, it should be stated that there were no wilful misstatements in any of this literature so far as could be judged.

Several of the industries have sent to the School exhibits that may be well classified as educational. Among these are the exhibits from the Amoskeag Manufacturing Company of Manchester (dealing with textiles) from the Nashua Woolknap Blanket Company (blankets and cotton goods); from the Pike Whet Stone Company (abrasive materials); from the Morgan Manufacturing Company (automobile accessories); Wilcox Comb Company (celluloid products); International Shoe Company (materials

used in making shoes); Asbestos Wood and Shingle Company (materials used in making shingles); Keene Glue Company (materials and specimens of glue); J.A. Wright & Company (Silver polish materials); Brown Company (materials used in the manufacture of paper and finished products); and others. These exhibits contain much material that is of a geographic nature and which are useful in determining objectively what shall be the subject matter of this Course.

d. Census Reports As Sources.

The Compendium for New Hampshire based on the 1920 Census is a storehouse for statistical information, much of which is geographical in its nature. My problem in the use of this work was to make the normal school students see that it contained something more than a mass of figures. To them statistics were just figures and figures. "Making figures talk" became an interesting activity, when the relations between figures and human activities were brought out. The values of Census figures are seldom appreciated by public school teachers (colleges are not so apt to disregard them.)

3. Newspapers Magazines as Sources of Geographical Materials.

In Dr. Wilson's class in Curriculum Construction it was agreed that the newspapers and the magazines were good means of checking up the validity of the material taught and also for furnishing problems "on the life appeals basis" (in other words providing for good motivation through current happenings.) While in Dr. Mahoney's class in Citizenship discussions of studies made by educational investigators as to the worthwhileness of the newspaper and the

1871 - 1872
The first year of the
new century was a
year of great
change and
progress.

(C)

The second year of the
new century was a
year of great
change and
progress.

The third year of the
new century was a
year of great
change and
progress.

(C)

magazines as checks brought out that they were valuable in showing how nearly these courses meet the needs of work-a-day world.

Rugg and Hockett in their *Objective Studies in Map Location* used both magazines and newspapers as a means of checking the worthwhileness of map location requirements in courses in geography. (They used other criteria, too). W.C. Bagley in his study, *The Determination of Minimum Essentials in Elementary Geography and History* (reported in the 14th Yearbook of the National Society for the study of education), used newspapers and magazines as standards for determining the kind of information that the schools should teach. Washburne (Carleton), Charters and Thomas (Joel B) all made separate studies using the newspapers and magazines as standards.

While in Dr. Wilson's class in Curriculum Construction I made a study of the Boston Globe for six days from the geographical viewpoint to determine what places are most commonly mentioned in the newspaper (place geography) and to find out what "life appeals" (present day happenings) might be used to motivate geography work. My findings were of such a nature as to convince me of the value of this procedure.

On the strength of my belief in the newspaper and magazine survey idea of determining value of materials, I had my classes make a study of these media. We used the following newspapers for six days: (1) The Manchester Union; (2) Manchester Leader; (3) Nashua Telegram; (4) Portsmouth Herald; (5) Keene Evening Sentinel; (6) Concord Evening Monitor; and (7) The Laconia Democrat. (The Scale for Place Geography of the State based on this study is found in another part of this thesis (p. 110-111.))

The only magazine that we used was the Granite State Monthly. The findings justified the efforts and influenced the shaping of the Course. The study

giving the list of places to be located is given elsewhere in this paper.

4. Talks By Citizens or Persons That Are Authorities On Some Geographical Aspect.

At Keene we had but two such talks. The class was of the opinion that such activities were worthwhile, but there were difficulties in the carrying out of this idea. A prominent one was to keep the talk within the reality of facts rather than in the field of rosy optimism. *We did make several trips to visit industries as the hydro-electric plant at Marlboro and the feldspar mine at Alstead.*

5 Each Student Makes a Study of His Home Town.

Each student in my classes was required to make a study of her home town from the geographical and historical viewpoints. Since the course, as has already been indicated, consists of history as well as geography the two viewpoints were combined in the paper. This assignment was most helpful to the students. In the first place it required original research, as no town or city possesses (so far as I could ascertain) any printed book combining the geographical and the historical. Second, it gave them training in evaluating materials. Third, it provided instruction in the art of organization. Fourth, it brought out well the idea of trying to validate materials. Fifth, it gave them a deeper appreciation of the resources and development of their home town and a better understanding of the part it has played in the activities of the State. And, sixth, and not necessarily the least, it gave them training in how to study the geography and history of any town in which they may teach.

6. The Need For Book Dealing With New Hampshire's Geography.

The above study as to the sources of geographical information

concerning New Hampshire emphasizes the dearth of such material. It brings out the need of such a text-book for use in the schools of the State. In view of the fact that this Course will be used in all the schools of the State it would be well for such a book, when written, to touch upon the other phases of this Course, too.

B. Sources Of Historical Information.

The sources of historical information concerning New Hampshire are as abundant as the sources of geographical information are lacking. The problem here becomes one of selection.

1. List Of Books Containing Historical Information.

Such a list of books may be thought of from two angles, namely, those written for the general reader and those prepared for school use. Each book treated in this paper will be labeled according to the above classification. It is desirable that teachers be familiar with both--too many are content to simply know the text-book.

a. Stackpole's History Of New Hampshire.

This work consisting of five volumes, is a very detailed and complete history of the State. It is authoritative. While written for the general reader it is an excellent source book for the teacher.

b. County Histories.

The ten counties of New Hampshire all have books written about

their history. These are generally bulky volumes filled with detail. They are excellent source books for the teacher, and occasionally an individual pupil might be turned to them for materials to be used as a special report. However, they are in the main too detailed and dry to appeal to the school pupils.

c. Histories Of Towns And Cities.

All the cities and most of the towns have had their doings recorded in writing. These books, of course, are of local interest, yet by reading several of them a good picture of the life in New Hampshire at any given period may be obtained. While these books are in general bulky and detailed they are, because of the local flavor, more interesting. Then, too, there is more of an interesting narrative style to them than there is to the State histories. The history of Keene by Griffin (2 volumes) is representative of the better type of town history.

d. Histories Of New Hampshire Regiments.

These volumes deal mostly with the history of New Hampshire Regiments that served in the Civil War. There are, however, some volumes that deal with other war time activities of the State, as the Revolution, the War of 1812, and the Spanish American War.

e. Monadnock Records Of Three Centuries.

These records, gathered by Helen C. Nutting, tell the story of happenings in Southwestern New Hampshire in three centuries. They are helpful as a source of general information for the study of that section of the State.

f. The Resources Of The State Library And The State Historical Society.

These two organizations have much material of great value. However, as much of it is in the forms of original documents, implements, exhibits etc it could not be utilized by either any normal school students or by actual teachers in using this Course, except by journeying to Concord to study these materials first hand in their repositories (the State Library Building and State Historical Building). Any teacher who can give the time to **such** a study will be amply repaid.

The State Library did (and will) assist by sending out printed matter as books, magazines, bulletins, etc. It is necessary that some person accept the responsibility for the materials, which is manifestly a fair requirement.

g. Files Of Various Newspapers and Magazines.

The files of various newspapers were very helpful in studying the historical developments of the State and the outstanding personalities.

My students used the files of The Keene Evening Sentinel considerably as a means of tracing the historical development of the State and for the checking of the validity of the choice of personalities.

h. The Story Of New Hampshire By G. W. And R. A. Browne.

This book constitutes what might be termed " a good short treatment" of New Hampshire. It is interesting, accurate, and well adapted to use in the schools.

i. New Hampshire In History By H. I. Metcalf.

This book is a very readable volume both for the teacher and the pupil. It is "a good short treatment" of the history of New Hampshire, and as such is valuable in the development of this Course.

j. Colonial Life in New Hampshire by J. H. Fessett.

This book deals with colonial life in New Hampshire. While very elementary, it is interestingly written, and gives a good picture of colonial life and some of its characters.

C. Sources Of Information Concerning New Hampshire's Contributions And The Persons Concerned Therein.

There is no book or one source from which this information may be obtained. Rather it must be obtained or "wormed out" from the study of histories, biographies, works of literature, art, music, science, newspapers, magazines, letters etc. Talk with people who are well informed concerning the State in general (e.g. Mr. F. W. Putterfield, Commissioner of Education) is a fertile source for such information as is sought under this heading. Gathering materials in this fashion is especially beneficial to normal schools for (1) it acquaints them with the sources of materials; (2) it teaches them how to gather and organize materials for use; and (3) it gives them the investigative and critical state of mind toward activities that they must necessarily undertake when they become teachers "on the job".

VI. PROBLEMS TO BE SOLVED IN THE PRESENTATION OF THIS COURSE.

I have been in quandry whether to write this section as a distinct

treatment at this point or to write the section dealing with actual courses as worked out with my normal school students. Rather has it seemed best to involve both phases at this time. The courses worked out do not offer a complete solution of the problems met; they only represent what appears to be the best solution of the various problems-- they represent at least a conscientious effort at solution. Nor have educators been entirely successful in the solution of these problems. Indeed, they represent some of the most perplexing problems with which present day educators are wrestling.

A. Shall the "Separate Compartment" Arrangement of Subjects be the Method of Presentation?

Kant did a great service to educational thought, "when in his "Critique of Reason" and other works he disentangled from one another science, philosophy, and theology and to assign to each a definite province and technique". (Scheville, A History of Europe, pg 398) Kant's idea was carried into other lines until all subjects were divided up and their bounds set. "Not improbably this division of knowledge into air-tight compartments was a specious procedure which may ultimately break down; coming when it did it rendered a great service----." (Scheville, A History of Europe, pg/ 399.) However, this division of materials under the heading of specific subjects has been carried out without rhyme or reason until a teacher has frequently come to a place where his subject has become a fetish. He can see no subject except his own; all others are subordinated to his; and his alone contains the worthwhile material! The attitude of mind

is not that of the past tense, unfortunately. It is still a very common state of mind.

1. Shall the Geographical Aspects of this Course be Presented under the Heading of Geography.

Much of the subject matter of this Course is geographical in its nature. Geography is a well organized study in the elementary and junior high schools. Children are familiar with geography as a school subject. To so present the subject matter of this Course presents no serious problems of subject matter or method to the trained teacher. But should it be so presented?

Regarding the amalgamation or the "scrambling" of geography with other subjects, Professor Packard of Boston University (also of Teacher's College of Boston) in his course entitled Fundamentals of Geography stated that he was in favor of the idea of amalgamation or "scrambling" geography with the other social sciences, but he felt that the difficulties in the way of achieving this aim were such as to prevent its accomplishment. He felt that even Rugg's Social Science Studies had not successfully achieved this aim. He feared "a hodge-podge". However, he did point out correlation could be frequently made, especially between geography and history.

In a report given in the Education in Citizenship class at Boston University in January 1927, it was brought out that little of practical value has been accomplished as yet in achieving real worthwhile scrambled courses in the social sciences. The report mentioned herein

represented the consensus of the opinion of the members of the Social Science Seminar group of that semester^{and} was based on the study of all available courses.

The Rugg Social Science Studies have at least opened up a field of thought as to how the various social science may be bound together into a unified whole. These Studies have not been whole-heartedly accepted by educators. Professor Packard of Boston University stated that he thought that these Studies represented a step in the right direction, but he feared that clear geographical concepts might not be obtained by the pupils. What Dr. H. W. Fairbanks has to say about them can best be discussed in a separate section.

Dr. H. W. Fairbanks of Glendale, California is well known as a careful student of educational geography and the author of numerous text-books". (Journal of Geography, November, 1927.) In an article in the November issue of the Journal of Geography, 1927, entitled Can the Educational Value of Real Geography in the Junior High School be Replaced by any other Subject or Combination of Subjects?, he discusses the combination or scrambling idea, paying especial attention to the Rugg Plan. He says, "as to the advantages or disadvantages of the plan to unite in the junior high schools those subjects, other than geography, usually considered as belonging in the social science group, the writer is not qualified to pass an opinion, but he does feel that so far as geography in all its bearings is concerned, that he is competent to do so, and consequently he wishes to put before those interested in the matter a most emphatic protest against including the subject in any such plan." (The underlining is mine.) Frankly, how is he sure that "he is competent to do so"? What validity has he to offer?

"Harold Rugg and those who are welcoming his plan, as well as those who are trying it out but are still undecided as to whether it will work, all appear to accept the old conception of geography, still commonly taught, as the true one and handle it from that point of view" states Fairbanks.

He continues, "There can be no question regarding the need for a reconstruction of the curriculum as well as the methods of teaching, but it is extremely unfortunate as regards geography that those that are leading the reform movement have in mind the old locational, factual, and statistical geography. They show by their handling of the various social science courses that have been established over the country that geography is for them largely a lot of material to be memorized. From the new point of view this is not geography at all but the raw material out of which geographical concepts can rise when it is handled rightly." (The underlining is Dr. Fairbank's)

"At first thought the ideas advanced by the advocates of the Rugg system that a unit course combining all five of the studies under consideration will save duplication, will get away from unnatural barriers-- if, in reality, the barriers between these studies are unnatural-- and fit in better with actual life conditions, have much in them to commend".

"But so far as geography at least is concerned the writer (Dr. Fairbanks) does not believe the ideas can be put into practice. Real Geography to be of value cannot be sandwiched in between other ideas.

The viewpoint of Real Geography is such that if it is approached at all, no matter what the topic or region under consideration is, it must occupy the whole focus of attention".

" Geography has a definite fixed goal and whatever material is introduced from history, economics, industry, as assistance in reaching the goal, must be handled with the sole idea of developing the geography concept, and not with the idea of teaching these studies. If not so handled attention is scattered, the geography concepts are scrappy, one-sided and incomplete and fail of arousing a real understanding of the matter. The attempt to divide the attention must break the continuity. As a matter of fact, all the divergent social relations cannot be held in mind at the same time".

"Intelligent wide-awake teachers who have attempted to teach a course combining only history and geography have found it impossible to teach the two viewpoints successfully in the same lesson, one of them being of necessity sacrificed. They found it necessary to devote a series of lessons first to one and then to the other. This switching back and forth makes work of necessity scrappy and disconnected" ("This statement is made by Dr. Fairbanks on his own authority without any substantiation through studies of teachers at work. Seriously, of how much value is such a statement?")

"As far as the writer is aware no competent geography teacher who unqualifiedly accepts the new viewpoint in geography has come out in favor of having the subject incorporated in a unit social science course."

"But if the Rugg plan is the bestn plan for the junior high school then, there is no escaping the conclusion that it must be the best plan for the fifth and sixth grades of the grammar school. Rugg's statement that "the conventional barriers between conventional subjects must be ignored in curriculum making "is just as applicable to these grades as to the higher. In fact it is more applicable for we are at this stage nearer the undifferentiated starting point of all courses which have been included in a unit social science course".

---"Perhaps the most fundamental objection to the inclusion of geography in a social science course is that in reality the subject is not a social science, although it generally seems to be accepted as such." (What Dr. Fairbank's authority for this statement is, he does not say.)

I have quoted Dr. Fairbank's at length because his statements are typical of those who oppose the unified social science course. His objections are more a matter of opinion than the results of objective studies.

B. Shall the Various Subjects Be Scrambled?

In his Descriptive Statement of The Social Science Pamphlets Rugg says "The course is an attempt to construct curriculum materials that will prepare young people for intelligent participation in the complex and changing life of the present time. It covers the general field included in courses in history, geography, civics, economics, sociology, etc. It is not, however, an attempt to merge into one course the materials of the existing courses. It is rather a new departure

in curriculum construction, based upon the hypothesis that traditional courses and the older methods have proved inadequate to meet the imperative demands of contemporary life."(Underlining is mine.)

In his explanation of Why the New Course Is Being Made Hugg makes some emphatic statements when he says "Those who are engaged in the making of these materials of instruction believe that the future of representative democracy in America depends on the intelligence of the common man. They believe that the known facts of intelligence justify the hypothesis that there is in the group mind sufficient capacity to express its will effectively through industrial, social, and political machinery. This means that potential capacity must be transformed into dynamic ability. They are equally confident that, although America has practiced universal education on a scale never before attempted by a large nation, our instruction has fallen far short of preparing the rank and file for the intelligent operation of democratic government".

"After more than a century of democracy, there are signs of serious import that we are facing an impasse, in citizenship".

"To relieve this impasse, we must substitute critical judgement for impulsive responses as the basis of deciding our social and political issues. The thorough going reconstruction of the school curriculum is a necessary first step in the process, for the reason that the public school is our most potent agency for social regeneration. Especially through the curriculum in the social sciences must we subject our youth to a daily regimen of deliberation and critical thought. Only those who have been trained through years of practice

in the analysis of facts, in the making of decisions, the drawing of inferences and conclusions, will resort to intelligence instead of to predisposition as their guide of conduct."

In the Twenty-Second Yearbook, Part II The Social Studies in the Elementary and Secondary School, Rugg points out the short comings of present instruction in the social sciences. Existing courses, he contends do not properly and fully treat of the current pressing economic, political, social, and international problems; that they do not give rich interpretative background; that they are not organized to give thorough practice in reflective thinking; that present division of the social studies into "tight compartments" as history, geography, civics, economics, etc hampers the pupils and teachers in understanding how people live together in our present complicated society; and that the whole social science field is dominated by reading about rather than participation in life activities. This article of Rugg's was thoroughly discussed in Dr. Mahoney's class in Education in Citizenship at Boston University in 1926-27.

The objectors to the Rugg plan, I fear, have little knowledge of the thoroughgoing methods pursued by Rugg and his school in the selection of subject matter for the content of courses in social sciences. When they have resorted to opinion ~~it~~ has been the opinion of "frontier thinkers". In determining what are the insistent problems of contemporary life "frontier thinkers" in their respective fields are consulted, as in ~~government~~ students like Beard, Bryce, Zimmern, Garner, Lippmann, and Meriam; in world politics students like Gibbons, Bryce, Moulton, Vanderlip, Keynes, and Hobson; and in immigration Kellor, Burns, Park, Miller, and Gavit. Objective studies have been made in geography. Careful studies have been made of historical characters,

conditions, events, dates, etc to determine whether they are of sufficient significance to justify mastery by public school children. In short Rugg and his followers have attempted to make a scientific study and arrangement of the social studies. Such a careful effort cannot be dismissed as lightly as Dr. Fairbanks does in his article in the November 1927 issue of the Journal of Geography.

In the Fifth Yearbook of the Department of Superintendence Chapter XII is given over to a discussion of Junior High Social Studies. The committee was made up of Finch, Hatch, Hill, Manoney, Newton, Pechstein, Earl Rugg and Miss Etta E. Lambert-- all thinkers in the field of the social sciences. While space forbids the reproduction of any considerable portion of the report a few excerpts from it will at least show the thoughts and trends in present day social science curriculum construction.

In its Introduction the Report says "At best the school can include only a small part of the great number of things that are desirable educational purposes of life. This suggests the necessity for a most careful evaluation of material, a task that is too often left to the grade teacher who has neither the time nor the training for such an important undertaking. So far, the research workers have failed to give us an answer that is entirely satisfactory. Practically all of them now admit that the task is one that will require much time and study".

"Perhaps as curriculum makers we cannot expect at the present time to do more than move forward to the next- step, following processes that are less logical but keeping in mind certain fundamental objectives of secondary education in general and of the junior high school in

1870
The first of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The second of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

The third of the year was a very dry one, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought. The weather was very hot, and the crops were much injured by the drought.

The fourth of the year was a very wet one, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain. The weather was very cold, and the crops were much injured by the rain.

particular and confining ourselves to those activities which common sense and expert judgment seem to indicate are most important".

" It is a hopeful sign when curriculum makers dealing with the social studies admit that their courses are still "in the making", that they are "studying these problems", that they are in a "stage of transition", and that teachers and administrators are slowly and painstakingly working their way "toward the next step". Progress along these lines must be the result of evolution rather than revolution."

The definition of the social studies is brief and pertinent. "Social studies should be interpreted as being that body of subject matter which includes the present acts of men, their background, and their outlook".

As to geography and history the statement is found: "Since the trend of the social sciences in the junior high school is away from military and political history and toward social and industrial problems, and that of geography is toward human approach, these two subjects are approaching common ground".

Concerning the unit idea the report says: "For the group of curriculum makers who hold the viewpoint expressed above, the work in history, civics, and geography is outlined under a selected list of units or large problems each of which contains a list of related topics or problems for the several grades. This gives a course consisting of an interesting series of units. It is thus possible to have both history and civics with related geography in each grade without

making any unnecessary subject distinctions. History may be the major topic in one unit, civics in another, and geography in another. The point is not the subject, but rather what the child is to get out of a given unit of work. The several units of work may be expressed in problem form with subproblems under each or a s main topics with subtopics".

Dr. Mahoney in the same report says, "The task is to determine upon objectives that are (1) specific; and (2) have some validity, and are selected in a manner that at least approaches the scientific. Several recent curriculum investigations indicate that we are heading in the right direction.----- Apart from these hopeful signs, however, the fact is that in setting up objectives we still tend to engage in "wishful" rather than scientific thinking; and we still tend to be content with our objectives if they are sufficiently polysyllabic, and strike pleasingly on the ear. We've got to think more sharply. We can't improve teaching procedures through better subject-matter and better method, unless we determine upon objectives that are as sound as present thinking can make them. First things first."

As to the meaning of civic education Dr. Mahoney puts it tersely when he says- - - "civic education is concerned with the development of better civic behaviours".

To produce these, it is submitted, we must strive to develop (a) better understandings (political, social, economic) because many well-intentioned citizens fail to understand; (b) better emotionalized attitudes because many otherwise good citizens have anti-social emotional slants; (c) better civic habits and higher ideals of civic conduct. But just what are these understandings, attitudes, habits,

and ideals? It would seem perfectly obvious that there is here demanded a diagnosis of American democracy, its highlights and shadows, its idiosyncrasies and inaptitudes. Such a diagnosis carefully checked up would inevitably reveal the need for certain better understandings, attitudes, and the like on the part of the average American citizen. And such revealed and needed understandings, etc become then the objectives in civic education, frankly tentative and suggestive, and obviously possessing only such validity as is possible to secure in a day when sociology can hardly be termed a science. Objectives chosen in this way, let it be said, may not necessarily determine all that we should teach. They should, however, determine most decidedly the teachings that we should emphasize, and conversely, the teachings that we may either eliminate or "soft pedal".

As to the subject matter to be selected Dr. Manoney states: "What we must strive for definitely is subject matter selected with specific and validated objectives in mind.----- Course of study makers today are seemingly tremendously concerned over the problem of "fusing" "intergrating," "unifying", the materials of history, geography, civics, and possibly other so-called subjects. The more important question is "Should we be so mindful of this particular problem at this stage of the game?" It is a problem, obviously, that has to do with the organization, the arrangement of teaching materials. These materials, however, must be selected before they can be arranged either in the older form of separate subjects, or in the newer suggested form of "unified" courses.. Why not think about selection and a valid basis therefor? Once this problem is disposed of, it may appear that history "materials", geography "materials", etc may be cast into the old subject molds".

Dr. Mahoney pertinently points out that knowledge is only one of the several important factors in the educational process. Many of the newer courses are exceedingly "heavy" - - "they are loaded to the gunwhales with information".

The studies listed in this chapter indicate that some of the ills in present courses in and in the teaching of the social sciences are due to (1) too difficult and abstract words and expressions in the texts; (2) aims that are too theoretical; (3) too much emphasis on the mastery of knowledge (facts); (4) poor distribution of space to the treatment of various problems; and (5) lack of knowledge as to what constitute the real vital problems of the day.

Miss. Doner's study of courses of study in the social sciences (made at the University of Chicago) is interesting but it shows no definite agreement or accomplishment among constructors of courses.

The Study of Thirty-one Recent Social Science Courses made by members of the Social Science Seminar of the School of Education, Boston University in 1926 (and mentioned elsewhere in this paper) discovered certain significant trends. Among these trends were: (1) evidences that objectives are becoming increasingly specific, valid, selected in a manner that approaches the scientific; (2) evidences that subject-matter has been selected with objectives in mind; (3) attempts at organizing materials in new ways, fusion courses, unit courses, etc; (4) that despite assertions to the contrary, facts are their mastery constitute an important part of many courses; (5) evidences of attempts to educate the teacher as to the significance of the new curriculum; (6) evidences of specific teaching-aids, references and provisions for individual differences; (7) evidences of references

for pupils; (8) evidences that thought was being given to the newer types of tests (much needed, however); and (9) that the general makeup of the courses is to be commended.

Chapter XII in the Fifth Yearbook of the Department of Superintendence is a very interesting and comprehensive study of the social sciences as they are presented in the junior high school. My study of New Hampshire is a very limited field, so that this chapter is helpful mostly in enunciating guiding principles and in indicating present day trends. Thus, it seems right that at this point I turn to the presentation of the outlines actually worked out.

VII. THE ACTUAL COURSE AS WORKED OUT.

It seemed wise that this Course with its three phases (the geographical, the historical, and the contributinal) be worked out in units. The unit idea gives an interesting set of large problems. In the main it was found possible to arrange and relate the history and the contributions with the geography without stressing unnecessarily subject distinctions. Thus, it will appear in this Course that in some units history may be the major topic in one unit, geography in another and the contributions in still another. Yet at no time has there been a hesitancy to reach over into any subject for materials that would make the topic under consideration clearer. As general science is not concerned with arbitrary divisions of science materials into subject compartments, neither has this Course been. To again quote from the Fifth Yearbook of the Department of Superintendence: "The point is not the subject, but rather what the child is to get out of a given unit of work". After discussing "the problem of "fusing", "intergrating", "unifying," etc the materials

of history, geography, civics, and possibly other so-called subjects", Dr. Mahoney says (on page 219) "The more important question is "should we be so mindful of this particular problem at this stage of the game"? - - -

- - - "These materials, however, must be selected before they can be arranged, either in the older form of separate subjects, or in the newer suggested form of "unified" courses. Why not think about selection and a valid basis therefor? Once this problem is disposed of, it may appear that history, "materials", geography "materials", etc may be cast into the old subject molds". Hence, selection of materials is of greater importance than the form of organization. This statement should not be construed as minimizing the importance of organization.

A. Selection Of Materials.

Had more time been available a more critical selection of subject matter and a higher degree of validity might have resulted. In an earlier part of this paper the sources and nature of materials are enumerated. So far as time permitted all of these sources were read and the nature of the materials therein was noted. An attempt was made to note how many times the materials or topics appeared in one or more publications. At the time of this writing this has only been done in part; yet I feel that a tremendous amount of sifting has been done thereby and that the topics incorporated into the Course do represent the more important things about New Hampshire.

The materials chosen have been submitted to the examination and suggestion of such persons as the Deputy Commissioner of Education, a President of a State Normal School, newspaper editors, secretaries of Chambers of Commerce, librarians, business men, lawyers, superintendents of schools, presidents of Rotary Clubs, mayors, and

ex-mayors, teachers and persons well informed on the resources and history of New Hampshire. Sometimes, they were only complimentary, and at other times very helpful and suggestive criticisms were made.

My normal school students did much of the work in relation to reading source materials, preparing lists of occurrences, and in writing the letters connected with the entire undertaking. Without their loyal cooperation this study would have been very limited in its scope.

B. The Units Presented.

The first unit decided upon was one dealing with the Resources and Activities of New Hampshire. As its very title would indicate, its nature was largely geography, yet no effort was made to limit its subject matter and methods of presentation to that of geography strictly. Rather does this unit reach into any subject (regardless of compartment classification) that has anything to offer that will give a clearer picture of the Resources and Activities of New Hampshire. Hence, history, economics, sociology, geology, government, etc are called upon for contributions as well as geography. Below is a copy of the outline for this unit.

Unit # I

The Resources and Activities of New Hampshire.

Problem: to study New Hampshire's resources and industries so that the pupil may know (1) what the resources and industries are; (2) what factors caused them to locate in the State; (3) to what extent New Hampshire furnishes the raw materials used and to what extent they are brought into the State; (4) some knowledge of the process of production; (5) the amount of skill required by the workmen to carry

on their activities; (6) how and where the goods are disposed of; and (7) to know and appreciate the significance of the great problems facing New Hampshire's resources and industries.

I. Find out why the children happen to be living in New Hampshire.

A. Probable reasons.

1. Birthplace-- never lived elsewhere for any time.
2. Parents able to obtain steady work.
3. Educational opportunities.
4. Social, religious, etc.
5. Health.

Without doubt 1 and 2 are the most important reasons.

II. Since most of the pupils residence in New Hampshire is dependent upon parents ability to earn a living there, let us find out what the people of New Hampshire do.

A. Have children enumerate the industries; and group them under such headings as (1) wood working; (2) textiles; (3) leather; (4) mineral; (5) iron and steel; etc.

B. Locate the towns and cities in which these industries are carried on.

1. Make a products map as well as one showing location.

III. "Why do the people in New Hampshire do what they do?"

A. To answer this question it will be necessary to consider.

1. Location of New Hampshire.

- a. Advantages.
- b. Disadvantages.

2. The climate of New Hampshire.

- a. New Hampshire's climate is conducive to indoor industries and a high degree of skill. What is the meaning of this statement?

3. Why industries locate in New Hampshire.

a. Favorable labor conditions.

1. Who are the people of New Hampshire? Consult the Census Report (Compendium of New Hampshire.)
2. Availability of intelligent and skilled labor.
3. Freedom from the labor troubles.

b. Good transportation.

1. Name and know three railroad systems that enter New Hampshire and the portions served by each.

- a. Do you expect to see any extension of railroads in New Hampshire in the future? Why? (This will bring out the nature of the problems faced by the railroads.)

2. The State Highway System.

- a. Its extent and activities
- b. The gasoline tax and its relation to the building of good roads.
- c. State and community cooperation.
- d. Snow removal.

c. Nearness to raw materials.

1. What raw materials does New Hampshire have to offer to industry?
 - a. Can New Hampshire increase the supply of these?
2. What raw materials must be imported into the State?
 - a. How serious a handicap is this?

d. Tax exemption and tax rate.

1. History of tax exemption in the State.
2. Is the present law denying tax exemption a good one? Why?
3. What is the tax rate in your city or town?

How does it encourage or discourage industry?

e. Power.

1. History of water power development in the State.
2. Extent to which the industries of the State are dependent upon water power. (Hydro- electric.)
3. Ex- Gov. Bass's program of "New Hampshire hydro-electric power for the development of New Hampshire's industries."
 - a. Is this a wise program? Why?
 - b. Who controls much of the developed water power today?
Is this concentration of ownership wise? (The more important developments should be located.)
4. Power from coal.
 - a. The handicaps of.
 - b. Why is it used so extensively today in the State?
 - c. Will New Hampshire ever be able to free herself from dependence on coal?

f. New Hampshire goods have a reputation.

1. The value of "the momentum of early start".
2. The value of a trade name that implies quality as
"Amoskeag flannel," "Amoskeag gingham", "Indian Head",
"Pashua wool-nap of Amoskeag", "Faulkner & Colony broad-
cloth," "Kingsbury toys", etc.
3. The necessity of New Hampshire's continuance to
manufacture quality goods.

IV. How New Hampshire's goods are produced.

- A. Visit a number of representative industries, if possible.
- B. If not possible, have a pupil or pupils gather as much first hand information as possible and give a report on
"How Cotton Cloth is Made", "From a Tree to Paper", "The Story of My Shoes",

"The Story a Granite Block Told", etc.

C. Find out where the raw materials come from and where they are disposed of. Use maps freely.

D. Determine, if possible, the skill required in the various industries visited or investigated.

V. How and where New Hampshire's products are sold.

A. Discuss the different methods of selling goods, as wholesale, and retail, the selling agency, jobbers, traveling salesmen, direct -to- the - consumer, etc. What are the advantages and disadvantages of each method?

B. Find out where the markets are for the different products.

(Use maps freely.)

1. For example, wooden heels from New Hampshire are sold in Australia.

a. What competition must such heels meet and how is it overcome?

C. Packing

1. The necessity of honest and strong packing.

VI. Industries other than manufacturing.

A. Farming.

1. Why is farming carried on in New Hampshire?

a. Nearness to markets - -stress.

b. Soil. (New Hampshire soil is not all unproductive despite notions to the contrary.)

c. Climate.

d. Transportation.

2. Crops raised. Why? Know the first six.

3. Products turned out. Why? Know the first six.

4. How and where the New Hampshire farmer disposes of his crops and products?

5. Where does the New Hampshire farmer get his

- a. Stock feed.
- b. Fertilizers.
- c. Machinery.

6. Why are so few of New Hampshire's inhabitants farmers?

7. What does the future hold for New Hampshire in agriculture?

B. Lumbering

1. Where carried on in New Hampshire.

2. Carried on at all seasons of the year now. What makes this possible?

a. Snow still important. Why?

3. The story of a New Hampshire log from the time it is cut until it leaves the State as a chair, a box, a roll of paper, a handle, etc.

4. Scientific forestry; its meaning.

a. The need of it and the value of it to New Hampshire.

1. The relation between scientific forestry and rural welfare in New Hampshire.

b. What is being done in New Hampshire.

C. Mining and quarrying.

1. Minerals mined or quarried.

a. Methods used.

2. Location of quarries and mines.

3. Uses of the materials quarried or mined.

4. Future developments.

D. The vacation industry -- the industry of re-creation.

1. What New Hampshire possesses for the vacation industry:

a. Climate { 1. Summer
2. Winter

b. Scenery

1.

- 1. Varied) 1. Seashores
-) 2. Lakes
-) 3. Mountains

c. Good transportation; railroads and highways.

d. Excellent accommodations.

2. Nearness of New Hampshire's playground to dense populations as those of Boston, New York, Philadelphia, etc.

3. Value to New Hampshire and its future.

VII. The problems that are facing New Hampshire industries.

A. Problems of manufacturing and mining

B. Problems of transportation.

C. Problems of agriculture.

D. The need of conservation in New Hampshire.

VIII. How New Hampshire's commercial and industrial life is encouraged.

A. Chambers of Commerce and their work.

B. Farm Bureau activities.

C. State Agricultural Experiment Station and Cooperative Extension Work.

D. State Publicity Bureau.

E. State Legislature.

F. Exhibits at State and interstate fairs, e. g. Eastern States Exposition at Springfield.

(See next page.)

Unit # 2.

The Story of New Hampshire's Growth.

Problem: To study the story of New Hampshire's growth so that the pupils may know (1) what factors caused the settlement of New Hampshire; (2) the methods employed by the settlers to obtain a living and what difficulties and hardships were encountered; (3) what parts the people of New Hampshire have played in the establishment preservation, and expansion of this nation; (4) what the social and political ideas of past generations of New Hampshire have been; (5) how industry started, developed, and continues in the state; and (6) to appreciate and evaluate the heritage that has been handed down so that purposeful progress may be continuously achieved.

I. Find out why the children are interested in New Hampshire.

A. Probable reasons.

1. Birthplace
2. Where parents get a living.
3. Has had many interesting characters and incidents connected with its history.

Without doubt 1 and 2 are the main reasons for their interest.

II. Since the pupil's interest are based on birthplace and parents ability to earn a living let us find out what the New Hampshire of today is.

- A. A rapid review of Unit # 1 dealing with the resources and activities of New Hampshire will furnish the necessary background.

III. "Great oaks from little acorns grow".

- A. New Hampshire's beginnings were small and uncertain; yet the growth like that of an oak has been steady and sure until today New Hampshire is a substantial commonwealth.

Let us now examine this growth.

IV. The period of beginnings and the colonial era.

A. Early explorers of the coast of New Hampshire: Prince, Champlain, and Smith.

B. The Mason and Gorges grant, 1622.

1. Division of the grant in 1629 gives New Hampshire to Mason.
2. Mason's grant a financial liability to him but the source of much irritating litigation to the colonists.

C. First permanent settlement made near the mouth of the Piscataqua River. (Now Portsmouth.)

1. The settlement of Dover, Exeter, and other southeastern towns followed.
2. At this point the settlement of the home town might well be studied.
3. The settlement of New Hampshire continued into the 1800's.

D. The life of the early colonists.

1. Consult Colonial Life in New Hampshire by Fassett for a good description of.
2. Life characterized by hard work, dangers, and suffering, yet there was a rude abundance of plenty for the worker.
3. The influence of the Church.

E. Indian and French warfare-

1. In the main the wars were not due to actions of the colonists but to the bickerings of European powers.
2. A hardy set of colonial fighters developed: Capt. John Tyng; Capt. Phineas Stevens; Vaughn (at Louisburg); Capts. Robert, Richard and James Rogers; Capt. John Goffe;

Cpts. John and William Stark and others.

3. Self-confidence developed as a result of these wars.

E. Colonial government.

1. The hundred years plus struggle with the Masonian Proprietors.

2. The two period of Massachusetts control; 1641-1648; 1689- 1741.

3. As a separate colony New Hampshire always showed an independent attitude toward England's claims.

a. Examples of.

V. New Hampshire's part in Revolutionary War Period.

A. People of New Hampshire independent in spirit and opposed to attempts of King George III's ministers to lessen self-government in the colonies.

B. Minute-men early organized in New Hampshire.

1. Castle William and Mary at Portsmouth (Newcastle) seized by New Hampshirites on Dec. 14, 1774.

C. New Hampshire rallies to the support of Massachusetts after the Battle of Lexington.

D. New Hampshire's part at the Battle of Bunker Hill.

E. New Hampshire and the Battle of Bennington.

1. Gen. John Stark's part and spirit.

2. John Langdon's patriotic part.

F. New Hampshire's activities on the sea.

G. Other contributions of New Hampshire.

H. Noted New Hampshire patriots. Make a list of.

VI. New Hampshire's growth to adulthood.

A. New Hampshire adopts a liberal constitution - - called radical at that time - - now looked upon as a conservative document.

B. The "North Country" becomes settled.

1. Settlers were of the "Iron Breed".

C. New Hampshire and the War of 1812.

D. The beginning of manufactures in New Hampshire.

1. Money withdrawn from shipping and trading turned into manufacturing.
2. Development of manufacturing at Manchester, Nashua, Concord and elsewhere.
3. At this point the development of manufacturing in your town may be traced.
4. The influence of "Yankee-genius" shown in large number of inventions credited to New Hampshire.
 - a. Make a list of.

E. Internal improvements.

1. The building of turnpikes and bridges.
 - a. Heavy expenses incurred caused many to be built by private corporations; hence, tolls.
 - b. Abolition of tolls. Why?

F. First real steamboat the invention of Capt. Samuel Morey of New Hampshire.

G. Canal building soon gives away to the steam railroad.

1. Early railroad building in New Hampshire and the opposition it had to overcome.

H. Growth of religious tolerance.

I. Establishment of schools and academies.

1. Dartmouth College gets on a firm foundation. during this period.

J. Political parties and their struggles.

1. Franklin Pierce elected President of the United States.

K. The growth of the anti-slavery movement in New Hampshire.

VII. New Hampshire's part in preserving the Union.

- A. New Hampshire patriotically answers to call to arms in the Civil War.
- B. New Hampshire losses were the largest in proportion to her population of any Northern State.
 - 1. Look up the history of the various regiments.
- C. Effects of Civil War on New Hampshire.

VIII. The progress of the Granite State since the Civil War.

- A. Increase in the growth of manufactures.
- B. Decrease in the extent of the State's agriculture - -a more intensive agriculture constantly being practised.
- C. Improvements in means of transportation and communication.
- D. Growth and improvement of education.
- E. Growing appreciation of New Hampshire as a re-creation area.
- F. Social conditions and improved standards of living.

A unit like #3, "New Hampshire; The Land in Which Artists, Musicians, and Writers Are Inspired" is primarily for appreciation. Yet, at once, the danger of such a study being a collection of facts, facts, and more facts appears. Without some facts there can be no appreciation. Hence, I have tried to present such facts as will give the knowledge upon which intelligent appreciation may be based. It is with hesitation that I present this unit. Yet, it has been presented only after several siftings and it seems to contain the minimum of facts necessary. This study when actually presented to a class is to be supplemented by the use of pictures, replicas, playing of pieces of music, and readings that will illustrate the types of work accomplished by the artists, musicians and writers of New Hampshire.

Unit #3.

New Hampshire: The Land in Which Artists, Musicians, and Writers Are Inspired.

Problem: To study the contributions of the artists, musicians, and writers in their respective fields so that the pupils may know (1) what the various contributions have been; (2) to know something concerning the nature of these contributions; (3) to know to what extent the outside world has recognised and appreciated their works; (4) to know something of the lives of the outstanding men and women who have been and are engaged in the various lines of effort; (5) to know about the conditions under which they worked and wherein New Hampshire conditions were helpful and inspiring; and (6) to consider how and wherein this production of worth-while contributions may be continued in New Hampshire.

I. To find a point of contact with the children to discover why and wherein the children are interested in art, music, and literature.

A. Art, music, and literature entertain.

B. Art, music and literature provide for instructive and inspiring use of leisure time.

C. Art, music and literature have vocational and avocational influences.

D. Pride in the accomplishments of the State in these various fields.

II. Importance of New Hampshire in the fields of art, music, and literature.

A. "Probably no other State according to size, has produced a greater number of notable in these fields than New Hampshire".

1. The challenge of the above statement.

III. New Hampshire's artists and sculptors.

A. Art the universal language.

B. The painters of New Hampshire.

1. Abbot Thayer.

a. Lived and worked largely in Southwestern New Hampshire.

b. Best painting "Monadnock" is at the Metropolitan Museum of Art in New York.

c. Work in regard to protective coloration- basic ideas used in camouflage

2. Maxfield Parrish

a. Capable (recognized) painter and illustrator.

b. Educated at Haverford College and Pennsylvania Academy of Fine Arts.

c. Work consists of

1. Magazine covers- - ranks first today as a painter of.
2. Book illustrations as
 - a. "Mother Goose in Prose".
 - b. "The Golden Age".
 - c. "Knickerbocker's History of New York".
3. Calendar paintings
 - a. Showing the history of light. (evolution of)
4. Separate paintings
 - a. "Enchantment".
 - b. " A Venetian Lamplighter". and others.
- d. Honors awarded:
 1. Elected to American Artist Society in 1897.
 2. Honorable mention at Paris in 1900.
 3. Silver medal at Buffalo in 1910.
 4. Recognized as an outstanding American artist.
3. George De Forest Brush.
 - a. Born in the South (Tennessee) but has spent much of his time in Cornish, New Hampshire.
- d. works:
 1. "The Moose Hunt".
 2. " Mother and Child".
 3. " The Artist".
 4. "The Aztec King and the Sculptor".
- c. Works recognized as being of merit.
4. Alfred Cornelius Howland.
 - a. Born in Walpole, New Hampshire in 1838
 - b. Studied art at Dusseldorf and Paris.
 - c. Painted in New York and Berlin.
 - d. Works:
 1. "Fourth of July Parade - exhibited at the World's

Columbian Exhibition.

2. "The Yale Fence" - now owned by Yale University.
 3. "Driving a Bargain" - now in the Leighton Gallery, Milwaukee.
 4. "The Pot Boiler".
 5. "Morning on the River Banks".
 6. "The Village Band".
 7. "On the Hoosac".
5. Ulysses Dow Tenney (1826-1908) "New Hampshire's Portrait Painter".
- a. Born in Hanover and secured his art education under private instructors.
 - b. Works:
 1. Full length portrait of President Franklin Pierce and of John P. Hale. Both are now to be found in the Hall of Representatives at the State House in Concord.
 2. Painted the portraits of many of the notable sons of New Hampshire. Are to be found in the corridors of the State House. Among them are Gen. John A. Dix (Who was he?) Governors Hill, Colby, Harriman, John Bell, Weston and Goddell. (A total of 34 of his paintings are to be found in this building.)
6. Joseph Ames (1816- 1872)
- a. Born in Roxbury; and educated himself in art.
 - b. A portrait painter of note.
 - c. Did most of his work in Boston.
 - d. Works:
 1. Portrait of Pope Pius IX (painted in Rome.)
 2. Noted as a portrait painter of Daniel Webster- his Webster paintings occupy the same position as the Stuart's

Washingtons

3. Best known , other than portrait paintings, are

- a. "Miranda".
- b. "Morning".
- c. "Night".
- d. "The Death of Webster".

7. John Rollins Tilton (1833 - 1883)

- a. Born in London.
- b. Student of the Venetian School and most of his paintings depict foreign scenes.

cc Works.

- 1. "The Palace of Thebes".
- 2. "Como".
- 3. "Lagoon of Venice" (exhibited at the Philadelphia Exhibition in 1876.)
- 4. "Venetian Fishing Boats" and "Home from Mount Aventine" (are now in the Corcoran Gallery at Washington)

8. Other New Hampshire painters of note

- a. Stephen Parrish (1846 + -) Make a brief sketch of his work.
- b. Edward M. Nichols (1820 - 1871) Make a brief sketch of his work.
- c. Albert J. Hoyt (1809 - 1870) Make a brief sketch of his work.
- d. Morse Smartleff (1838-) Make a brief sketch of his work.
- e. Adna Fenny (1810- 1900) " " " " " "
- f. Elizabeth G. Boughereau (1837- 1920) Make a brief sketch of her work.

C. The Sculptors of New Hampshire .

1. Larkin G. Mead (1835- 1890)

- a. Educated first in America- - later in life studied in

and had a studio in Italy (much visited by Americans)

b. First recognition came from the Snow Angel (first in snow and then in marble)

c. Other works.

1. Statue of Vermont, for State House at Montpelier.
2. Ethan Allen.
3. "The Returned Soldier".
4. Abraham Lincoln
5. "Cavalry, "Infantry, "Artillery," and "Navy".
6. "Return of Froserine to the Realm of Pluto".
7. "Columbus Last Appeal".

2. Daniel Chester French

a. Born in Exeter N.H. and early in life moved to Cambridge, Mass.

b. Received first training in clay modeling from Amy Alcott sister of Louise May Alcott, the writer.

c. Studied at Mass. Inst. of Technology; in studios in Boston and Brooklyn; and later in Florence.

d. Works:

1. "The Minute Man" - his first important work and probably his best.
 - a. Unveiled at Concord Bridge in 1875.
2. "John Harvard" at Cambridge.
 - a. One of the best of its type for public buildings.
3. "General Grant" at Philadelphia.
4. "General Hooker" at Boston (State House grounds.)
5. Statue of Lincoln at Washington, D.C.
6. Statue of Lincoln at Omaha, Nebraska.
7. "Death Staying the Hand of the Sculptor" (one of his best.)
8. "Neptune" (Sixty feet high and for the World Fair

6

at Chicago in 1893.)

9. Four groups representing the continents for the New York Custom house.

e. Greatness of his works due to

1. Attention to detail.
2. Knowledge of American leaders and of American life.
3. Patriotic spirit.

3. Augustus Saint-Gaudens 1848-1907.

a. Life.

1. Born in Dublin, Ireland; but came to this country early in life.
2. At 13 was apprenticed to a cameo cutter.
3. Studied nights at Cooper Union and Academy of Design.
4. Studied in Paris and in Rome.
5. Much influenced by the Civil War, the Franco-Russian War, and other historical happenings of this time.
6. Did some of his work at Cornish, New Hampshire.

b. Works.

1. Medallions of high order e.g. the medallion of Peter Cooper.

2. Panels or bas-reliefs.

- a. "The Children of Jacob Shiff".
- b. "The Children of Prescott Hall Butler".
- c. "Robert Louis Stevenson".

3. Statues:

- a. "The Puritan".
- b. "Admiral Farragut".
- c. "The Seated Lincoln" at Chicago (was modelled in his Cornish, N.H. studio.)
- d. "The Standing Lincoln" at Chicago (an outstanding

statue.)

- e. "The Robert Gould Shaw Memorial".
- f. "The Phillips Brooks Memorial" (at Trinity Church, Boston.)
- g. "General Sherman".
- h. Allegorical group for the Boston Public Library.
- i. Much sought for private work.

c. Recognition.

- 1. Early recognized as an outstanding sculptor- now called "America's Greatest sculptor."
- 2. Honorary degrees from
 - a. Harvard.
 - b. Yale.
 - c. Princeton.
- 3. Foreign recognition and honors.

4. The Cornish Colony.

- a. Cornish - a delightful and picturesque town.
- b. Home of many outstanding artists, sculptors and writers.
 - 1. Who have lived there? Make a list.

c. The Augustus Saint-Gaudens Memorial.

- 1. Located at the Saint Gaudens estate.
- 2. Purposes:
 - a. To make available either in replicas or originals the work of Saint-Gaudens.
 - b. "To aid, encourage, and assist young sculptors of promise".
 - c. To bring together collections (originals and reproductions) of American sculptors.
- 3. Much visited- in 1925 about 30,000 visitors.
- 4. Promises to do much in developing sculptors and in adding to the fame of New Hampshire.

IV. New Hampshire's Musicians and her contributions to music.

A. Much local music written.

B. Walter Kittredge

1. Born in Merrimac

a. Wrote several Civil War songs of which "Tenting on the Old Camp-ground" is the best known.

C. "The Hutchinson Quartet".

1. All born in Milford - four of the thirteen children of Levette Hutchinson.

2. Toured in the Northern States in the interests of temperance and anti-slavery.

3. Composed many songs.

4. Gave 11,000 concerts; and made Kittredge's "Tenting on the Old Camp-ground" famous.

D. Martha Dana Shepard.

1. Born at New Hampton.

2. Early in life showed great ability; made her debut at the age of fifteen.

3. Always popular with the public as a pianist.

4. Considered an authority on musical matters.

E. Mrs. H. H. A. Beach (Amy Marcy Cheney.)

1. Born in Henniker.

2. Is considered the greatest living musician of New Hampshire

3. First public appearance was in Boston at the age of ten.

4. Possesses a thorough musical education.

5. Compositions largely of a classical nature.

a. Best known

1. "Rose of Avontown".

2. "Gaelic Symphony".

3. "The Minstral and the King".

4. Operetta "The Year's at the Spring" from Browning's poem "Pippa Passes" is considered her best.

b. Also has written cantatas, anthems, songs, and sonatas for the piano and violin.

F. Edward Alexander MacDowell (1861-1907)

1. Considered New Hampshire's greatest musician.

2. Born in New York City.

3. Received the best musical education that this country and Europe could give.

4. Ability early recognized and appreciated in the United States.

a. Enthusiastically received everywhere that he played.

5. In late life retired to Peterboro, New Hampshire to compose music and to rest.

6. Some of his best known works are

a. "Forest Idyls".

b. "Woodland Sketches" (most popular.)

c. "Fireside Tales".

d. "Sea Pieces".

e. "New England Idyls".

7. MacDowell's influence on American music.

a. Favored the aboriginal music of the Red Men as the music for ~~the~~ America!

b. Disapproved of the idea that American music should be taken from the negro.

1. Really sensed the coming evolution of jazz from negro music.

c. The naturalness and beauty of his music much appreciated by American musical authorities

8. MacDowell was also a poet and artist of ability.

G. The MacDowell Colony.

1. A memorial established by Mrs. MacDowell in memory of her husband at Peterboro.
2. Purpose: to encourage the study and production of creative music.
3. A beautiful estate with little studios for the study of music.
4. Many noted musicians have studied here.

V. New Hampshire's writers and their contributions to literature.

A. New Hampshire has had many writers of ability.

B. The historians.

1. Many writers of local history- practically every New Hampshire town has had its history written at sometime.
2. Writers of the history of the State.
 - a. Belknap.
 - b. Stackpole (probably the best.)
 - c. Sanborn.

C. Writers on scientific and geographical materials.

1. Edmund M. Blunt
 - a. Wrote the "The American Coast Pilot", that passed through 30 editions.
2. Starr King.
 - a. Wrote "The White Hills and their Legends" - after fifty years is still considered the best work on the White Mountains.
3. George Bartlett Prescott.
 - a. A noted scientist and electrician.
 - b. Wrote extensively on electrical subjects.
4. Albert F. Blaisdell

a. Wrote extensively on physiology and hygiene.

b. Did much to popularize hygiene.

D. Religious writers and teachers

1. James Freeman Clark.

a. Wrote: (1) "Ten Great Religions": (2) "Orthodoxy; (3) "Common Sense in Religion", and (4) "Essentials and Non-essentials in Religion".

2. Mary Baker Eday.-The Founder of the Christian Science Movement.

a. Born in Bow in 1821.

b. Graduated from Plymouth Normal School (in its non-state days.)

c. Found Christian Science in 1866.

d. Opened first Christian Science Church in Boston in 1879 and was its first pastor.

e. Extensive writer of religious works; among the best known are (1) "Science and Health with a Key to the Scriptures". (2) "Truth and Error"; and (3) "Christian Healing".

E. Novelists.

1. Early writers

a. Jane Porter

b. Richard Kimball.

c. Constance Fenimore Woolson.

Works were important in their day but are largely forgotten today.

2. Charles Carlton Coffin

a. Both a novelist and popular writer to history.

1. Was correspondent at the front for the Boston Journal during the Civil War - best known works deal with this period.

b. Popular lecturer.

c. Best known works:

1. "Drum-beat of the Nation".
2. "The Boys in Blue".
3. "Following the Flag".
4. "The Boys of '76."
5. "Winning His Way".
6. "A Life of Lincoln".

d. Works much read today by boys.

3. Winston Churchill.

a. Member of the Cornish Colony.

b. Best known works;

1. "The Inside of the Cup".
2. "The Crisis".
3. "The Crossing".
4. "Richard Carvel".

4. Henry Augustus Shute ("Judge Shute".)

a. Popular writer, especially for boys.

b. Best known works:

1. "A Real Diary of a Real Boy".
2. "Real Boys".
3. "A Few Neighbors".

F. The Poets.

1. Robert Frost.

a. Poems describe country life in New England.

b. Best known poems:

1. "Boy's Will".
2. "Mountain Interval".
3. "New Hampshire".
4. "North of Boston" - a collection of poems.

2. Cecil Thaxter.

a. Poems mirror her life on the Isle of Shoals.

b. Best known works:

1. "Among the Isle of Shoals".
2. "Drift Weed".
3. "The Cruise of the Mystery".
4. "Poems for Children".

3. Thomas Bailey Aldrich.

a. Poet, editor, and novelist.

b. Best known works:

1. "Marjorie Daw".
2. "Ballads of Babie Bell and other Poems."
3. "Poets of Portsmouth".
4. "The Story of a Bad Boy".

4. Edna Dean Proctor.

a. Best known works:

1. "Songs of America".
2. "Glory of Toil".
3. "Doom of the White Hills".

5. Play writers.

1. Many local pageants and plays have been written, especially in connection with "Old Home Day".

2. Percy Mackaye.

a. A member of the Cornish Colony.

b. Educated in this country and abroad.

c. A playwright, poet, and lecturer.

d. Plays and works:

1. "The Scarecrow".
2. "The Canterbury Pilgrims".
3. "Caliban and the Yellow Sands".

4. "A Thousand Years Ago".

H. Editors.

1. Horace Greeley.

- a. Born in Amherst.
- b. Editor of the Tribune - a great intellectual force in journalism.
- c. Anti-slavery agitator.
- d. Member of Congress.
- e. Candidate for President on Liberal Republican and Democratic Tickets.

2. Charles Anderson Dana.

- a. Born in Hinsdale.
- b. Assistant editor of the Tribune in 1847.
- c. Secretary of War for a time.
- d. Fame came as editor of the New York Sun - a very able man.

I. Miscellaneous writers.

1. John Graham Brooks - a writer on social subjects.

- a. Works:
 - 1. "Social Unrest".
 - 2. "As Others See Us".
 - 3. "The American Citizen".

2. Manley Bacon Townsend.

- a. Nature lover and has written books dealing with nature - has done much to stimulate interest in nature study.
- b. Works:
 - 1. "Getting back to Nature".
 - 2. "Friendly Visiting with Birds".

3. Eleanor Potter.

- a. Best known for her Pollyanna books.

4. Joseph Emerson Worcester.

- a. Born in Bedford.
- b. A voluminous writer.
- c. Brought out the Universal and Critical Dictionary in 1846
 - 1. First dictionary to use illustrations.
 - 2. For a long time was the rival of Webster's Unabridged Dictionary.

VI. New Hampshire and its future in art, music, and literature.

- A. New Hampshire a land of beauty.
- B. New Hampshire's climate is stimulating.
- C. New Hampshire is close to the cultural centers of the country
 - 1. Boston.
 - 2. New York.
 - 3. Philadelphia
 - 4. Washington
 - etc.
- D. Increasing number of talented people coming to New Hampshire every year.
 - 1. The influence of the Cornish Colony.
 - 2. The influence of the Peterboro Colony.
 - 3. The influence of lesser centers

Unit # 4.

New Hampshire as a Land of re-Creation

Problem: To study New Hampshire as a land of re-creation so that the pupils may know (1) what New Hampshire has to offer as a re-creation area; (2) what activities are carried on for re-creation in New Hampshire at the various seasons of the year; (3) where the various re-creation areas in New Hampshire are

and what they individually have to offer; (4) the story of the development of the re-creation industry; and (5) what are the present trends and the future of the industry.

I. The story of *Antaeus*

A. His need of keeping his feet in contact with the earth.

B. The need in these modern times of people frequently coming in contact with nature.

1. Work more strenuously.

2. Modern conditions are exhaustive of strength.

3. Frequent rather than protracted rest-periods to be desired

II. What New Hampshire - "the Switzerland of America"- has to offer as re-creation area:

A. An invigorating climate - important. Why?

1. Summer: cool and refreshing.

2. Winter: cold with abundant snow, yet stimulating.

B. Varied scenery.

1. More types than any other State in the Union.

a. Sea-shore.

b. Mountains and hills.

c. Valleys and plains (not extensive plains)

d. Lakes and ponds.

e. Rivers and streams (with falls.)

C. Accessibility.

1. Near to dense centers of population as Boston, Worcester, Providence, New York, and Philadelphia etc which are less than a days' journey away.

2. People come from more distant parts of the country (and even from foreign countries) to visit New Hampshire's scenic offerings

a. Name places (other than those mentioned in this out-

line) from which people come to visit New Hampshire.

1. Check up on out-of-state automobiles is helpful .

3. Railroads reach the more important re-creation centers.

4. State highways open up all parts of the State.

D. Comfortable accomodations.

1. Modern hotels

2. Farm - houses or other private houses.

a. Overnight guests.

b. "Boarders".

3. Auto-camps for tourists.

a. Private.

b. Municipal

c. State.

d. Federal (in the National Forests.)

E. Assistance to visitors.

1. Work of the State Publicity Bureau.

2. Work of the various Chambers of Commerce.

3. Work of the various automobila clubs.

4. All of these organizations are interested in helping the re-creationists see the interesting and beautiful parts of the State.

5. Garages, roadside stands, service stations, etc assist the tourists.

III. What activities are carried on for re-creation in New Hampshire at the various seasons.

A. Summer activities.

1. Mountain climbing.

2. Hiking.

3. Fishing.

4. Golf.

5. Add at least five more.

B. Fall activities.

1. Hunting

2. Add at least five more.

C. Winter activities.

1. Snow-shoeing.

2. Skiing.

3. Fishing.

4. Add at least three.

D. Spring is not a time of much re-creational activity. Why?

IV. A study of the various re-creation areas of New Hampshire.

A. The sea-shore area.

1. Is varied in its scenery, although only 18 miles long.

2. Hampton Beach.

3. Eye Beach.

4. Wallace Sands.

5. Isles-of Shoals

6. Contains the estates of many wealthy people.

a. Yet area is visited by all classes.

B. The White Mountain Area.

1. Term is loosely applied to the mountainous area of Carrol, Coos and Grafton Counties.

2. Presidential Range best known .

a. Name the mountains in this Range.

b. Mt. Washington the best known.

1. How high is it?

2. Provisions for ascending.

3. Lesser ranges in the White Mountain System.

a. Name and locate them.

4. Other outstanding features of this area.

- a. Franconia Notch and the Old Man of the Mountain (the Great Stone Face.)

1. How New Hampshire raised the money to save this area.

- b. Echo Lake.
- c. The Flume.
- d. Lost River.
- e. Profile Lake.
- f. Dixville Notch.
- g. Pinkham's Notch.

C. Other mountain and hill sections.

- 1. The Monadnock Region.
- 2. Mount Kearsarge (and the Lake Sunapee) Region.
- 3. The hilly central portion of the State.

D. The Lake Regions.

- 1. The Winnepesaukee Series (four lakes; name them.)
 - a. Importance to the city of Laconia.
 - b. Characteristics of the area.
- 2. The Lake Sunapee Region.
 - a. Characteristics of the region.
- 3. The New Found Lake Region.
 - a. Characteristics of the region.
- 4. The Connecticut Lakes.
- 5. Lesser Lakes.
 - a. Lake Umbagog.
 - b. Chocorua Lake.
 - c. Silver Lake.
 - d. Ossipee Lake.
 - e. Spofford Lake.
 - f. Dublin Lake.

E. The Connecticut River Valley Region.

1. Contains many towns in which the vacation and summer resident industries are important.
2. Contains many beauty and historic spots.

F. Outstanding towns in the re-creation activity.

1. Bethlehem. Noted for what? (Has \$20,000 of taxable property for every child in school.)
2. Conway and North Conway. Noted for what?
3. Lancaster. Noted for what?
4. Whitefield. Noted for what?
5. Littleton. Noted for what?
6. Cornish. Noted for what?
7. Charlestown. Noted for what?
8. Walpole. Noted for what?
9. Chesterfield (Spofford) Noted for what?
10. Jaffrey. Noted for what?
11. Sunapee. Noted for what?
12. New London. Noted for what?
13. Plymouth. Noted for what?
14. Laconia. Noted for what?
15. Portsmouth. Noted for what?
16. Wolfeboro. Noted for what?
17. Hampton. Noted for what?
18. Rye. Noted for what?
19. Peterboro. Noted for what?
20. Center Harbor. Noted for what?

The above list does not include all the towns of New Hampshire that are identified with the re-creation industry. Practically every New Hampshire town is interested in this industry to some extent.

V. The story of the development of the re-creation industry.

A. Early settlers little appreciated the scenic beauty and re-creational possibilities of the State. Why not?

B. Abel Crawford opens a path to the top of Mt. Washington in 1819. Importance of.

C. Ethan Allen Crawford "The Giant of the Mountains" and his work.

1. Who were some of the important people that he guided?

D. The Willey House.

1. An Inn.

2. Death of the Willey Family in the landslide of 1826.

E. The White Mountain region well known before the Civil War.

F. Other districts also well known before 1880.

1. Much of the seashore development has been since 1900, however.

G. The stage coach as a means of reaching the resorts.

1. Soon reduced in importance by the railroads. Why?

H. The era of the hotel supremacy.

I. The coming of the automobile and its changing influences upon the re-creation industry.

1. Enumerate the ways in which the automobile has changed the industry.

2. The present attempts of the hotels to adjust themselves to changed conditions caused by the automobiles.

J. The buying of farms for country homes began early and continues to the present day.

1. Influence on agriculture.

2. Influence on the rural town.

K. The Summer camp idea.

1. Dates back to 1900.
2. Growth has been very rapid.

VI. Present trends and the future of the re-creation industry.

A. Automobile is

1. Opening up new areas.
2. Bringing in more people.
3. Shorter but more frequent visits.
4. Causing the building of better roads.

B. Hotels are

1. Tending to concentrate e.g. Bethlehem.
2. Catering to transients.
3. Offering sports opportunities e.g. golf links, etc.
4. Tending to offer more reasonable rates.
5. Some are keeping open all the year.

C. Auto camps.

1. Tending to be more common and more sanitary.

D. Value of land.

1. Tends to appreciate due to continued buying of country homes.
2. Tends to appreciate, if it offers scenic possibilities (e.g. buying woodland to prevent cuttings which would mar the scenery.)

E. Greater efforts being made to cater to the tourists and the re-creation trade.

1. Estimated to have been worth \$50,000,000 to New Hampshire in 1926 (Ex-Mayor Cruickshank of Manchester is the authority for this statement.)
2. Increasing number of people gaining their livelihood from the industry.

Unit # 5.

"Who Are We?" - A Study of New Hampshire's Population.

Problem: To have the pupils make a study of New Hampshire's population so that they may know (1) who the various stocks are that make up the New Hampshire population; (2) why they came to New Hampshire; (3) what they have received from and contributed to New Hampshire; (4) the necessity of inculcating a spirit of understanding and appreciation of these various peoples; and (5) to learn how they may best work together for the interests of the State.

I. To establish a point of contact with the pupils for this study.

- A. Find out the birthplaces of the children in the class.
- B. Find out the birthplace of their ancestors- back four generations.
- C. Find out the birthplace of their friends.

A discussion of A, B and C will open up rather extended discussion of nationalities.

II. The first people who wandered over the State.

- A. The Indian tribes of New Hampshire.
- B. What they did for a living.
- C. Indian characteristics.
- D. The contacts of the Indians with the White men.
- E. Why have the Indians as such practically disappeared from the State? Is it a good or bad thing that they have disappeared?

III. The first settlers.

- A. The coming of the Englishmen (most of the first settlers

were English.)

B. Why they came.

1. Economic reasons - the most important.
2. Religious reasons.
3. Political reasons.

C. What the English settlers did for New Hampshire.

1. Subdued the country.
2. Conquered the Indians.
3. Established churches, schools, and government.
4. Developed the resources of the country.

IV. The colonial Americans move into Central and Western New Hampshire.

A. Who were they?

1. Native born Americans coming into New Hampshire from other colonies (mostly from Massachusetts Bay Colony and some from the Eastern section of New Hampshire.)

B. Better fitted for the life of a pioneer than the early English settlers. Why?

C. Contributions.

1. About same as early English settlers.
2. More independent and self-reliant than the early English settlers.

V. The coming of a hardy nationality - the Scotch-Irish.

A. Old ^{World} background of this breed.

B. Why they came to America?

1. Effect of the English merchantile system of North Ireland.
2. Lack of religious freedom.
3. Desire to better their conditions.

C. Settled in Londonderry in 1719.

D. How their neighbors viewed them.

1. Disliked them because of

a. Religion (were Presbyterians.)

b. Different manners.

c. Outspoken.

d. Ready to fight back

2. In time relations improved and the two peoples were working together in harmony at the outbreak of the Revolution.

E. Contributions.

1. Were good farmers.

2. Introduced the white potato (the Irish potato) into New Hampshire.

3. Introduced flax culture and linen manufacture into the State.

4. First people in America to use a trade-mark - used to protect their linen products against unscrupulous neighbors' product.

5. Interested in education.

6. Helped materially in the Revolutionary War.

VI. The return of the Loyalists' descendants.

A. Who were the Loyalists?

1. Although enemies of the country during the Revolutionary War they were substantial people.

B. Loyalists go to Canada.

C. About 1800 the descendants of the Loyalists began to return.

1. Reasons for return.

a. Economic conditions of Canada poor during this period.

b. Political conditions unsatisfactory in Canada.

c. Hatred against the Loyalists has begun to die down.

D. Movement still continues.

1. People are still coming to New Hampshire from Nova Scotia New Brunswick, Prince Edward's Island and Province of Ontario.

2. Main reason now coming is economic.

E. Contributions.

1. Have made good substantial citizens.

2. Contributions have been fused with those of the native stocks.

VII. The coming of the Irish.

A. Old World backgrounds.

1. The wretched conditions of the Irish peasantry.

B. Causes for coming.

1. No opportunity in Ireland.

2. The Potato Famines of the 1840's (Few Irish here before that time.)

C. How their American neighbors viewed them.

1. Did not understand them at first.

2. Thought them uncouth and boisterous.

3. Gradually came to appreciate their sterling qualities.

D. Movement continued over a long period.

1. Irish came in considerable numbers until about 1907.

2. How many of the States inhabitants are rated as Irish?

3. Reasons for decline.

a. Improved conditions at home.

E. Contributions.

1. Furnished a much needed labor supply at the time when public improvements were being made e.g. their labor built most of

the railroads of New Hampshire.

2. Helped develop the textile industry.
3. Became citizens as soon as possible.
4. Supported loyally their adopted government e.g. Civil War.
5. Keen for education.
6. Have made many substantial contributions to the State's welfare.

VIII. A polite nationality comes to New Hampshire - the French-Canadians

A. Industry in New Hampshire during the Civil War.

1. Flourished due to war orders.
2. Labor scarce.
3. French-Canadians come in during the Civil War to supply the needed labor.

B. Main reason for the coming of the French-Canadians due to desire to improve economic conditions.

C. How the French-Canadians in New Hampshire ^{were} regarded by their neighbors.

1. Thought to be clannish.
2. Disliked because of their standards of living.
3. Gradually have come to appreciate their excellent qualities.

D. Movement still continues.

1. Not as large as it once was.
2. Improved conditions in Canada.
3. Are Canadians on a quota basis under the Johnson Immigration Act? Why?

4. The French Canadians constitute the largest foreign population in the State. How many are there?

E. Contributions.

1. Furnished a needed labor supply.
2. Excellent workmen; work at many occupations.
3. Peaceful and industrious, and generally become citizens.
4. Strong family life.
5. Polite people.

IX The Greeks - a race of small shop-keepers.

A. Reason for the Greeks coming to New Hampshire.

1. Economic.

B. Greeks began to come in numbers at the beginning of the 20th Century.

1. How many Greeks in the State?
2. Very few coming now. Why?

C. How the people of New Hampshire regarded them.

1. Had become used to foreigners by the time they came.

D. Activities engaged in.

1. Essentially small shop-keepers.

- a. Fruit stands.
- b. Shoe shine stands.
- c. Candy stores.
- d. Restaurants.

2. A very few are farmers. Why not more?

3. Work in textile mills.
4. Miscellaneous activities.

E. Contributions.

1. Because of late arrival not easy to gauge contributions.
2. Readily become citizens.

X. Recent English and Scotch (not the colonial settlers.)

A. Reason for coming.

1. Economic.

B. How regarded by the people of New Hampshire.

1. Because they blend so well into the population they are largely unnoticed.

C. Number in the State at present.

D. Contributions.

1. Similar to those of the early settlers.
2. Are skilled workmen, especially in the textile industry.
3. Readily become citizens.

XI. The Poles in New Hampshire.

A. Reasons for coming.

1. Economic.

B. Began to come after the opening of the 20th Century.

1. How many in the State?
2. Fewer coming. Why?

C. People in New Hampshire have accepted the coming of the Poles as a matter of fact.

1. Why this indifference as compared to previous feeling against new arrivals?

D. Activities engaged in.

1. Generally unskilled so work at any openings available.
 - a. Textile operatives
 - b. Woodsmen - displacing the Canadian - French.
 - c. All kinds of crude factory labor.
2. Love of land early causes them to secure farms.
 - a. Polish farmers in the Connecticut River Valley region of New Hampshire.
 - b. Taking up many of the abandoned farms of New Hampshire.
3. Seldom engage in commercial activities

E. Contributions.

1. Because of late arrival not easy to gauge contributions.

2. Standard of living could be improved.

XI. Lesser foreign groups found in New Hampshire.

- A. Russians.
- B. Italians.
- C. Swedish.
- D. Germans.
- E. Finns.
- F. Lithuanians.

Treat in a manner similar to that of other foreign groups, but not in so much detail. The negro, Chinese, and Japanese elements in New Hampshire are negligible.

XII. Summary.

A. New Hampshire is essentially a State of native born population.

1. How many people in the State are so classified?

B. Foreign born (regardless of whether they are citizens or not) constitute 20.6% of the total population.

1. Those born in Canada constitute 57.2% of the foreign-born population.

2. Those born in British Isles constitute 14.7% of the foreign born population.

C. Americanization.

1. What is it and what is it not?

a. Give and take spirit necessary.

2. Has New Hampshire a serious Americanization problem?

D. Future population of New Hampshire.

1. Will be increasingly native born. Why?

Unit # 8.

What New Hampshire Is Doing in Agriculture.

Problem: To Study What New Hampshire Is Doing in Agriculture so that the pupils may know (1) the nature and extent of agriculture in New Hampshire at the present time; (2) the favorable and unfavorable conditions for agriculture in the State; (3) the story of the development of agriculture in New Hampshire; (4) where and how the farmers of New Hampshire market their crops and products; (5) where and how New Hampshire farmers buy their supplies; (6) the social conditions and agencies that are to be found in the rural districts of the State; and (7) what the present trends and the problems of New Hampshire's agriculture are.

I. To find a point of contact with the children for the study of What New Hampshire Is Doing in Agriculture.

A. Children are interested in New Hampshire's agriculture because:

1. Use New Hampshire farm products.
2. Live (or have lived) on farms.
3. Work (or have worked) on farms.
4. Visit farms.
5. Observe various farm activities while traveling in the State.

II. Present status of agriculture in New Hampshire.

- A. A review of the treatment of agriculture as presented in Unit #1, The Resources and Activities of New Hampshire may be made at this point to furnish a general view of the field.
- B. More detailed descriptions and contributions should be made at this point as to

1. Extent of agriculture in the State.

a. Acreage and value.

b. Buildings and value.

c. Machinery and value.

d. Crops and value.

e. Products and value.

f. Animals- kinds, number, and value.

Trends indicated

by these figures.

2. Number of people gainfully employed in agriculture in New Hampshire; and the number of people living in rural communities in the State. (Use the Census classifications for the above.)

a. Compare with number and percentage of urban dwellers .

The State Compendium for New Hampshire of the 1920 Census is a storehouse of information for those who can "make figures talk".

3. Areas in which some one form of agriculture seems to be developed more than others.

a. Examples.

1. The Wilton District for fruit.

2. The Colebrook District for potatoes.

3. The Rockingham County area for poultry.

Etc.

b. Most of New Hampshire's agriculture would be classified as general. Why?

III. The conditions under which New Hampshire 's agriculture is carried on.

A. Favorable conditions.

1. Nearness to markets.

a. New Hampshire is near to some of the most densely populated parts of the country- New England and the

Middle Atlantic States.

2. Good transportation.

a. Railroads.

b. Highways.

3. Climate.

a. Permits the growing of most of the crops grown in the north temperate zone. (More favorable than ordinarily supposed.)

b. Rainfall. How distributed?

c. Temperature. Range?

4. Soil.

a. More productive than generally supposed, especially in river valleys, intervalles, and old lake bottoms. (Some hills are productive.)

b. Of glacial origin.

c. Intelligent cultivation of the soil is needed to retain fertility. What is meant?

5. Intelligent farming population.

a. "He who maintains the American standard of living from the New England farm is a highly intelligent person". What is meant?

IV. The story of Agriculture in New Hampshire.

A. The main industry of the colonists.

B. The main industry of settlers in New Hampshire after the Revolutionary War.

C. Western competition began to effect New Hampshire's agriculture about 1835. In what ways?

D. In period of colonization and settlement much land was unwisely cleared. What has happened to it?

E. The Civil War and its influences on New Hampshire's

agriculture.

F. Effect of the Homestead Act of 1862 on New Hampshire's agriculture.

G. Changes in the crops raised and products produced.

What were they and why?

H. The period of decay ends about 1923.

I. New Hampshire's agriculture today is evidently on the soundest basis that it has been for seventy-five years.

1. Reasons for this statement. Consult the 1925 Census Report on Agriculture of New Hampshire.

J. Make a study of the history of agriculture in your home town.

V. Where and how the New Hampshire farmers market their crops and products.

A. Local demand.

1. In ~~many~~ cases New Hampshire farmers do not produce enough materials to meet the local demands. Why not?

2. Find out the extent to which the New Hampshire farmers supply the markets of your home town.

3. How does the farmer sell locally?

a. To merchants, either for cash or barter.

b. To the consumer directly.

1. Delivering at the door.

2. Roadside stands.

B. Selling to the general market.

1. Boston is the greatest general agricultural market for New Hampshire! (Boston is the center for New Hampshire's export trade in apples.)

2. New York market occasionally entered.

3. Manchester occasionally offers a market for the farmers

in distant parts of the State. Generally is supplied by farmers in nearby towns.

4. How this selling is done.

- a. To buyers that come to the farms.
- b. Through commission merchants.
- c. Through cooperative associations.

C. The problems to be solved in the marketing of New Hampshire's farm products.

- 1. Production of sufficient amounts to attract buyers.
- 2. Careful grading.
- 3. Standard packages and arrangement.
- 4. Greater cooperation in marketing.
- 5. Meeting Western and Southern competition.

VI. Where and how the New Hampshire farmers buy their supplies.

A. New Hampshire farmers no longer attempt self sufficiency of the farm. What is meant?

B. Where do the New Hampshire farmers buy their feed-stuffs for their animals?

- 1. List the different feed-stuffs used on the farm; and find out where they come from.
- 2. Could they be profitably produced on New Hampshire farms? Why?

C. Where do the New Hampshire farmers buy their fertilizers?

1. List the fertilizers used on New Hampshire soils.

- a. "The Big Three"- nitrogen, phosphorus, and potassium.

What does each do?

- b. Lime. When used?

2. Where do the various materials that go into the fertilizers come from?

D. Where do the machines used on New Hampshire farms come from?

1. Farming today is really a machine-man ed industry.

a. Make a list of the machines used on farms today;
compare with a century ago.

2. Find out where the various machines are made.

a. Few are made in New England. Why?

E. Methods used in buying supplies.

1. Buying individually from the local dealer. Advantages
and disadvantages of.

2. Buying by mail. Advantages and disadvantages of.

3. Cooperative buying. Should be encouraged. Why?

VII. The social conditions and agencies in the rural districts
of New Hampshire.

A. The educational problem.

1. The recent improvement in rural school systems.

a. Trained teachers.

b. Expert supervision (superintendent of schools required
for every town.)

c. Improved buildings.

d. Health work and progress.

e. State Equalization Fund.

2. Parent-teachers Association. What are they doing?

3. Farm Bureau and its activities are largely educational.

4. The Boys and Girls Agricultural Clubs. Nature of this work.

5. The agricultural fairs. Are they worth-while?

6. Work of the State University in agriculture- also

State Agr. Experiment Station and Extention Service.

7. State Dept. of Agriculture and its work.

B. The rural church problem.

1. Are there too many rural churches of different denominations?

2. The need of a rural active Church.

3. What can be done for those communities that cannot support a Church?

C. Rural recreation.

1. Need of organized recreation for the rural children of New Hampshire.

a. Agencies now at work.

1. Boy Scouts.

2. Camp-fire Girls.

3. County Y. M. C. A.'s

2. The Grange.

a. Its work and influence.

VIII. Present trends and problems in the agricultural activities of New Hampshire.

A. Period of decline of agriculture as a whole in New Hampshire is over.

1. Consult the 1925 Census returns on the agriculture of New Hampshire.

B. Growth of the poultry industry.

1. Promises to be permanent and profitable. Why?

C. Growth of the fruit industry

1. Apple raising is in a period of expansion. Is it justified? Why?

D. The dairy industry.

1. In a precarious position. Why?

2. Very necessary to the success of New Hampshire's agriculture. Why?

E. Trends in other animal production.

1. Sheep at present are slowly increasing. Why? Does

sheep-raising promise well for the future? What are its problems?

2. Swine are declining. Why?

3. Beef cattle in New Hampshire.

a. Are being kept, but have a very uncertain future. Why?

F. Market gardening.

1. Found near cities and largely in the Southern part of the State. Why?

2. Will probably increase. Why?

G. Increased attention being given to forestry on New Hampshire farms.

1. A very wise policy. Why?

2. "With the practise of scientific forestry much of the future prosperity of rural New Hampshire is involved."
What is meant?

H. The problem of meeting competition.

Already discussed under I.C. (pg. 106).

I. The problem of taxation.

1. A very serious problem. Why?

2. An income tax might help. How?

VIII. New Hampshire will always be a land in which agriculture is conducted.

A. Explain this statement. (The answer can be made to serve as a summary for the entire study of New Hampshire's agriculture.)

The next thing presented represents the result of an attempted objectivestudy in place geography of New Hampshire Based on a newspaper study for six days. The study has been described elsewhere in the thesis. Another study is to be undertaken in

the spring so that reasonable variations may be taken into account in the final scale for location.

Scale of New Hampshire Cities and Towns as Mentioned in
Current Newspapers of the State. (A study of six days.)

1. Manchester	1424
2. Nashua	965
3. Keene	757
4. Concord	592
5. Portsmouth	583
6. Dover	497
7. Rochester	475
8. Durham	364
9. Milford	340
10. Exeter	319
11. Hanover	215
12. East Jaffrey	205
13. Berlin	198
14. Wilton	140
15. Claremont	130
16. Epping	124
17. Derry	124
18. Laconia	118
19. Goffstown	110
20. New market	103
21. Plymouthp	104
22. Suncook	89
23. Colebrook	87
24. Walpole	84

25. Enfield	74
26. Pembroke	66
27. Peterborough	61

There is little need at this point for a continuation of presentation in detailed form of the other units prepared. Statement of their titles, however, would give an idea of their nature and scope. Among them are

1. The Textile Industry in New Hampshire.
2. "Shoeing People" or A Study of New Hampshire's Boot and Shoe Industry.
3. "Paper from Trees" or A Study of New Hampshire's Paper Industry.
4. "New Hampshire's White Coal" or a Study of the Water Power of the State.
5. "An Apple a Day Keeps the Doctor Away" or A Study of the Fruit Raising Industry in New Hampshire.
6. "The Rock Eternal" or A Study of New Hampshire's Granite Industry.
7. New Hampshire's Experiments and Progress in Self-Government.
8. New Hampshire's Educational Progress.
9. "A Bee-hive of Industry" or A Study of the City of Manchester (a type study.)
10. New Hampshire's Scientists.
11. "Silk from Plants" or A Study of New Hampshire Artificial Silk Industry.
12. "Keeping New Hampshire Together" or A Study of

Transportation and Communication in New Hampshire.

13. "The Policy of a Thoughtful People" or A study of Conservation in New Hampshire.

14. Some Noted Sons and Daughters of New Hampshire (other than those mentioned in previous units) and Their Works.

Etc.

SUMMARY.

In drawing this thesis to a conclusion it is well to submit a brief summary.

This thesis represents an effort made in curriculum construction with senior normal school students to present the resources, the development, and the contributions of a state (New Hampshire), so that they may be in possession of accurate information concerning a state and know the proper techniques to use in presenting the materials to pupils of the upper elementary or junior high schools. In epitome it is an attempt to have the teachers of the immediate future think educationally, for improvement in curriculum construction can only come about through active teacher participation.

The proper techniques to be used in this Course are those of the problem and of the appreciation. The problem technique will predominate.

The subject matter collected and organized in this thesis repre-

sents an attempted undertaking on the basis of objective studies to give some degree of validity. To give the materials used in this Course the desired degree of validity will require more time than has yet been expended on the Course. (This is the first year it has been given.) Yet, this degree of validity is one of the most desirable accomplishments. However, this can only be done through a continuous effort extending over a series of years.

In this thesis an attempt has been made to gather and so formulate the materials that they will be in keeping with the psychological and sociological outcomes of education. The ability to think ~~thru~~ through and reason clearly are the sought outcomes of the problem technique, while the development of the proper attitudes, ideals, and behaviouristic tendencies are those which are desired through the appreciation method. Sociologically the outcomes sought are well expressed in "The Seven Cardinal Principles of Secondary Education", more especially those of citizenship, ethical character, vocational opportunity, and worthy use of leisure time.

The thesis is an initial attempt to present the resources and activities, the development, and the contributions of a state (New Hampshire) in a manner that teachers and teachers of the near future may actually use in the schoolroom. Since it is a pioneer effort, it is realized that it has many of the shortcomings as to finish and nicety that so generally mark pioneer attempts and accomplishments. Yet, it is hoped that it does possess those solid fundamental characteristics and qualities

that will permit the building of a substantial finished product in the course of time.

BOSTON UNIVERSITY



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